
North Dakota Career Development

Content Standards – DRAFT

April 2005



North Dakota Department of Career and Technical Education

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Bismarck, North Dakota 58505-0610

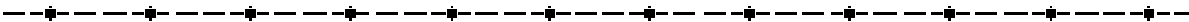
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North Dakota Career Development Standards

Introduction

The North Dakota Department of Career and Technical Education is committed to developing standards to ensure that each program area offers courses that allow students to acquire essential knowledge and skills. CTE not only provides technical skills and knowledge for students to succeed in careers, but also cross-functional workplace skills such as teamwork, problem solving, and the ability to find and use information. CTE courses also provide the context in which traditional educational goals and academic skills can be enhanced.

The standards process involves the state supervisor(s), the curriculum administrator for this agency, teachers, and counselors working directly with the content at hand. Once the standards are written and expectations are clearly defined, the standards are then compared and aligned with national and industry standards.

The Department of Career and Technical Education strongly believes in the importance of academic integration within each program area. The standards produced for each program area are cross walked with the most current academic drafts of English/Language Arts, Library/Technology Literacy, Mathematics, and Science. Where appropriate, standards will also be cross walked with other academic areas.

Definitions

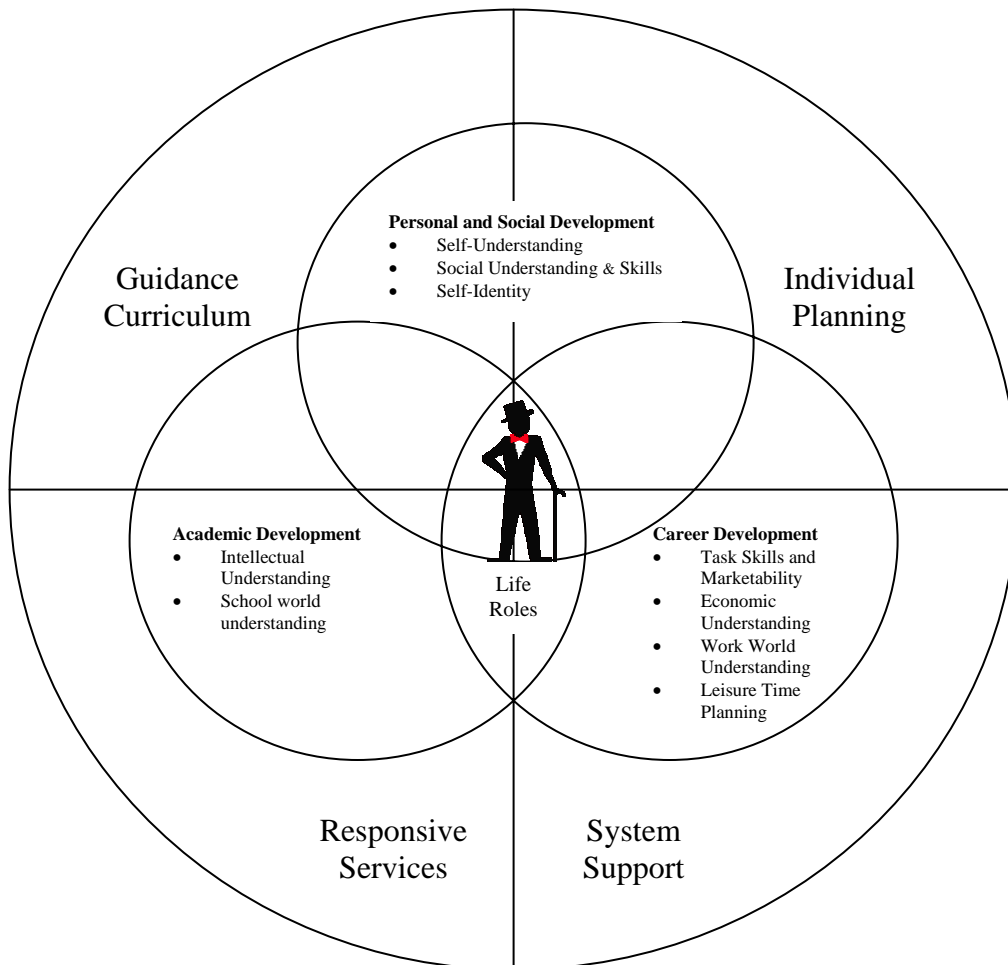
For each standard, one or more topic statements have been identified. Measurable competencies are included for each topic. The competencies are categorized into three divisions: Introductory, Core, and Advanced.

Introductory:	Knowledge Acquisition—Learners at this level explore and become more aware of the content within the subject.
Core:	Application—Learners at this level experience acquired knowledge by applying it to familiar situations and to themselves.
Advanced:	Reflection—Learners at this level analyze, synthesize, judge, assess, and evaluate knowledge in accord with their own goals, values, and beliefs, and/or real situations.

Each standard also has *Keys to Employability*. These skills are listed within each standard as a tool for teachers to think about the soft skills needed today. The skills are in no particular order and are deemed equally important. The eight skills are based on materials gathered from the Secretary's Commission on Achieving Necessary Skills (SCANS) and the North Dakota Career Resource Network and the National Career Development Guidelines.

Keys to Employability

Basic Skills	Interpersonal
Thinking Skills	Information
Personal Qualities	Systems
Resources	Technology



Four Components of a Comprehensive School Counseling Program

Guidance Curriculum

The Systematic delivery of guidance curriculum to ALL students K-12, in group or classroom activities, to create a knowledge base.

Purpose

Instruction (or coordination of instruction) for group or classroom activities that are counselor led or interdisciplinary.

Planning, preparation, or follow-up of guidance curriculum activities.

Areas Addressed

- Personal and Social Development Curriculum
- Educational Development Curriculum
- Career Development Curriculum
- Career Day

Responsive Services

Working with students or their families to address their immediate concerns.

Purpose

Assistance for students who are facing problems that interfere with their healthy personal, educational, or career development.

Areas Addressed

- Individual counseling
- Groups
- Conflict Mediation
- Crisis Counseling
- Consultation
- Referral
- Building Level Support Teams (Referral Based Meetings)
- Academic recommendations

Individual Planning

Available to ALL students or students and their families to manage their educational, personal, and career development.

Purpose

Individual or group assessment, planning, placement, or transitional activities.

Areas Addressed

- Orientation/Transition Conferencing
- Registration
- 4 Year Academic Planning
- Transfer Student Planning and Placement
- Attending 504, IEP, and Team Planning Meetings
- Schedule Adjustments
- Post-Secondary Planning
- College Applications/Recommendations
- College Fair
- Test Preparation Activities
- Test Interpretation

System Support

Management of guidance program components.

Purpose

Activities or services implemented by guidance staff, which supports the total educational system.

Areas Addressed

- Public Relations
- Advisory Boards
- Requisitions
- Parent Counseling Newsletters
- Building Level Committees
- Department Chair Responsibilities
- Scholarship Coordination
- AP Coordination
- SAT/ACT/PSAT Coordination
- Peer Tutoring Program Coordination
- Peer Orientation Program

Task List Reference ~ Career Guidance vs. Non-Career Guidance

Career Guidance Activities

- Individual student academic program planning
- Interpreting cognitive, aptitude, and achievement tests
- Managing tardies or absences within career development
- Counseling students who have disciplinary problems within career development
- Counseling students as to appropriate dress for career development
- Collaborating with teachers to present guidance curriculum lessons
- Analyzing grade-point averages in relationship to achievement.
- Interpreting student records in relationship to achievement and aptitude
- Collaborating with the school principal with identifying and resolving student issues, needs, and problems
- Working with students to provide career development guidance
- Advocating for students at individual education plan meetings, staff meetings, and/or student study teams as related to career planning
- Disaggregate data analysis
- Coordinating or administering aptitude and interest tests.

Non-Career Guidance Activities

- Registering and scheduling of all students
- Coordinating and administering cognitive and achievement tests
- Signing excuses for students who are tardy or absent
- Performing disciplinary actions
- Sending students home who are inappropriately dressed
- Teaching classes when teachers are absent
- Computing grade-point averages
- Providing teachers with suggestions for better management of study halls
- Ensuring that student records are maintained as per state and federal regulations
- Supervising study halls and detention
- Clerical record keeping
- Assisting with duties in the principal's office
- Preparing of individual education plans, 504 case managing, student study teams and school attendance review boards.
- Data entry such as LCAP reports
- Unpaid extra-curricular advisory assignments

Adapted from Campbell, CA & Dahir, CA. (1997) *Sharing the Vision: The ASCA National Standards for School Counseling Programs*, Alexandria, VA: American School Counselor Association.

North Dakota Career Development Standards

Personal Social Development

Educational Achievement and
Life-Long Learning

Career Management

CONTENT STANDARDS

1.0 PERSONAL SOCIAL DEVELOPMENT

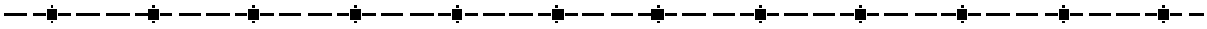
- Acquire the knowledge, attitudes, and interpersonal skills that encourage the understanding and respect of self and others.
 - 1.1 Develop understanding of self to build and maintain a positive self concept.
 - 1.2 Develop positive interpersonal skills including respect for diversity.
 - 1.3 Integrate personal growth and change into one's career development.
 - 1.4 Balance personal, leisure, community, learner, family, and work roles.
-

2.0 EDUCATIONAL ACHIEVEMENT AND LIFE-LONG LEARNING

- Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
 - 2.1 Attain educational achievement and performance levels needed to reach personal and career goals.
 - 2.2 Participate in ongoing, life-long learning experiences to enhance one's ability to function effectively in a diverse and changing economy.
-

3.0 CAREER MANAGEMENT

- Acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions.
 - 3.1 Create and manage a plan that focuses on career goals.
 - 3.2 Use a process of decision-making as one component of career development.
 - 3.3 Use accurate, current, and unbiased career information during career planning and management.
 - 3.4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.
-



Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others.

Topic 1: Develop understanding of self to build and maintain a positive self-concept.

Student Competencies ~ Introductory

- 1.1.1a Identify interests, likes, and dislikes.
- 1.1.2a Identify personal abilities, aptitudes, strengths, skills, and talents.
- 1.1.3a Identify positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty).
- 1.1.4a Identify work values/needs.
- 1.1.5a Describe aspects of self-concept.
- 1.1.6a Identify behaviors and experiences that help to build and maintain a positive self-concept.
- 1.1.7a Recognize that situations, attitudes, and the behaviors of others affect self-concept.
- 1.1.8a Recognize that behaviors and attitudes affect the self-concept of others.
- 1.1.9a Recognize that self-concept can affect educational achievement (i.e., performance) and/or success at work.
- 1.1.10a Recognize that educational achievement (performance) and/or success at work affects self-concept.

Student Competencies ~ Core

- 1.1.1b Demonstrate behavior and decisions that reflect interests, likes, and dislikes.
- 1.1.2b Demonstrate use of personal abilities, aptitudes, strengths, skills, and talents.
- 1.1.3a Give examples of when positive personal characteristics are demonstrated (e.g., honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty)
- 1.1.4b Demonstrate behavior and decisions that reflect work values/needs.
- 1.1.5b Demonstrate a positive self-concept through behaviors and attitudes.
- 1.1.6b Show how adopted behaviors and sought experiences build and maintain a positive self-concept.
- 1.1.7b Give personal examples of specific situations, attitudes, and behaviors of others that affect self-concept.
- 1.1.8b Show how adopted behaviors and attitudes positively affect the self-concept of others.
- 1.1.9b Show how aspects of self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.
- 1.1.10b Give personal examples of how educational achievement (performance) and/or success at work affects self-concept.

Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others.

Topic 1: Develop understanding of self to build and maintain a positive self-concept.

Student Competencies ~ Advanced

- 1.1.1c Assess how interests and preferences are reflected in career goals.
- 1.1.2c Assess the impact of personal abilities, aptitudes, strengths, skills, and talents on career development.
- 1.1.3c Assess the impact of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty) on career development.
- 1.1.4c Assess how work values/needs are reflected in career goals.
- 1.1.5c Analyze the positive and negative aspects of self-concept.
- 1.1.6c Evaluate the effect of behaviors and experiences on building and maintaining a positive self-concept.
- 1.1.7c Evaluate the effect of situations, attitudes, and the behaviors of others on self-concept.
- 1.1.8c Analyze how behaviors and attitudes might affect the self-concept of others.
- 1.1.9c Assess how self-concept affects educational achievement (performance) and/or success at work
- 1.1.10c Assess how educational achievement (performance) and/or success at work affects self-concept.

Keys to Employability

Basic Skills

1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking→ Generates new ideas.
2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving→ Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Activities Matrix Grades 7 & 8 Standard 1 Topic 1	1.1.1a	Identify interests, likes, and dislikes.	1.1.2a	Identify personal abilities, aptitudes, strengths, skills, and talents.	1.1.3a	Identify positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty).	1.1.4a	Identify work values/needs.	1.1.5a	Describe aspects of self-concept.	1.1.6a	Identify behaviors and experiences that help to build and maintain a positive self-concept.	1.1.7a	Recognize that situations, attitudes, and the behaviors of others affect self-concept.	1.1.8a	Recognize that behaviors and attitudes affect the self-concept of others.	1.1.9a	Recognize that self-concept can affect educational achievement (i.e., performance) and/or success at work.	1.1.10a	Recognize that educational achievement (performance) and/or success at work affects self-concept.	1.1.1b	Demonstrate behavior and decisions that reflect interests, likes, and dislikes.	1.1.2b	Demonstrate use of personal abilities, aptitudes, strengths, skills, and talents.	1.1.3a	Give examples of when positive personal characteristics are demonstrated (e.g., honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty)	1.1.4b	Demonstrate behavior and decisions that reflect work values/needs.	1.1.5b	Demonstrate a positive self-concept through behaviors and attitudes.
	4/6 Year Individual Career Plan																													
	Career Development Tool Kit																													
	Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)																													
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Study Skills																														

Activities Matrix Grades 7 & 8 Standard 1 Topic 1	1.1.6b Show how adopted behaviors and sought experiences build and maintain a positive self-concept.	1.1.7b Give personal examples of specific situations, attitudes, and behaviors of others that affect self-concept.	1.1.8b Show how adopted behaviors and attitudes positively affect the self-concept of others.	1.1.9b Show how aspects of self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.	1.1.10b Give personal examples of how educational achievement (performance) and/or success at work affects self-concept.	1.1.1c Assess how interests and preferences are reflected in career goals.	1.1.2c Assess the impact of personal abilities, aptitudes, strengths, skills, and talents on career development.	1.1.3c Assess the impact of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty) on career development.	1.1.4c Assess how work values/needs are reflected in career goals.	1.1.5c Analyze the positive and negative aspects of self-concept.	1.1.6c Evaluate the effect of behaviors and experiences on building and maintaining a positive self-concept.	1.1.7c Evaluate the effect of situations, attitudes, and the behaviors of others on self-concept.	1.1.8c Analyze how behaviors and attitudes might affect the self-concept of others.	1.1.9c Assess how self-concept affects educational achievement (performance) and/or success at work	1.1.10c Assess how educational achievement (performance) and/or success at work affects self-concept.
4/6 Year Individual Career Plan															
Career Development Tool Kit															
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Activities Matrix Grades 9 & 10 Standard 1 Topic 1	1.1.1a	1.1.2a	1.1.3a	1.1.4a	1.1.5a	1.1.6a	1.1.7a	1.1.8a	1.1.9a	1.1.10a	1.1.1b	1.1.2b	1.1.3a	1.1.4b	1.1.5b
	Identify interests, likes, and dislikes.	Identify personal abilities, aptitudes, strengths, skills, and talents.	Identify positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty).	Identify work values/needs.	Describe aspects of self-concept.	Identify behaviors and experiences that help to build and maintain a positive self-concept.	Recognize that situations, attitudes, and the behaviors of others affect self-concept.	Recognize that behaviors and attitudes affect the self-concept of others.	Recognize that self-concept can affect educational achievement (i.e., performance) and/or success at work.	Recognize that educational achievement (performance) and/or success at work affects self-concept.	Demonstrate behavior and decisions that reflect interests, likes, and dislikes.	Demonstrate use of personal abilities, aptitudes, strengths, skills, and talents.	Give examples of when positive personal characteristics are demonstrated (e.g., honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty)	Demonstrate behavior and decisions that reflect work values/needs.	Demonstrate a positive self-concept through behaviors and attitudes.
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<div> <div>Activities Matrix</div> <div>Grades 9 & 10</div> <div>Standard 1</div> <div>Topic 1</div> </div>		1.1.6b Show how adopted behaviors and sought experiences build and maintain a positive self-concept.	1.1.7b Give personal examples of specific situations, attitudes, and behaviors of others that affect self-concept.	1.1.8b Show how adopted behaviors and attitudes positively affect the self-concept of others.	1.1.9b Show how aspects of self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.	1.1.10b Give personal examples of how educational achievement (performance) and/or success at work affects self-concept.	1.1.1.c Assess how interests and preferences are reflected in career goals.	1.1.2c Assess the impact of personal abilities, aptitudes, strengths, skills, and talents on career development.	1.1.3c Assess the impact of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty) on career development.	1.1.4c Assess how work values/needs are reflected in career goals.	1.1.5c Analyze the positive and negative aspects of self-concept.	1.1.6c Evaluate the effect of behaviors and experiences on building and maintaining a positive self-concept.	1.1.7c Evaluate the effect of situations, attitudes, and the behaviors of others on self-concept.	1.1.8c Analyze how behaviors and attitudes might affect the self-concept of others.	1.1.9c Assess how self-concept affects educational achievement (performance) and/or success at work.	1.1.10c Assess how educational achievement (performance) and/or success at work affects self-concept.
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Major-Minor Finder															
Myers-Briggs Type Indicator															
ND Career Outlook															
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Occupational Outlook Handbook & Online															
Occupational Outlook Quarterly & Online															
Real Game Series															
Recruiter Visits															
Registration Guide															
Service Learning															
Standardized Assessment															
Strong Interest Inventory															
TestGEAR															
You Can Be															

Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others.

Topic 2: Develop positive interpersonal skills including respect for diversity.

Student Competencies ~ Introductory

- 1.2.1a Identify effective communication skills.
- 1.2.2a Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
- 1.2.3a Identify positive social skills.
- 1.2.4a Identify ways to get along well with others and work effectively with them in groups
- 1.2.5a Describe conflict resolution skills.
- 1.2.6a Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- 1.2.7a Identify how sources of outside pressure affect a person.
- 1.2.8a Accept responsibility for behavior.
- 1.2.9a Recognize the importance of possessing knowledge about, having respect for, being open to, and appreciating all kinds of human diversity.
- 1.2.10a Recognize that the ability to interact positively with diverse groups of people may contribute to learning, academic achievement, and/or maintaining employment.

Student Competencies ~ Core

- 1.2.1b Demonstrate effective communication skills.
- 1.2.2b Demonstrate interaction with others in a way that is honest, fair, helpful, and respectful.
- 1.2.3b Demonstrate the ability to use positive social skills.
- 1.2.4b Demonstrate the ability to get along well with others and work effectively with them in groups.
- 1.2.5b Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- 1.2.6b Give examples of times when behavior is appropriate and times when behavior is inappropriate in specific school, social, and work situations.
- 1.2.7b Demonstrate the ability to handle outside pressure.
- 1.2.8b Demonstrate the acceptance of responsibility for behavior.
- 1.2.9b Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- 1.2.10b Explain how the ability to interact positively with diverse groups of people may contribute to learning, academic achievement, and/or maintaining employment.

Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others.

Topic 2: Develop positive interpersonal skills including respect for diversity.

Student Competencies ~ Advanced

- 1.2.1c Evaluate the use of effective communication skills.
- 1.2.2c Assess the degree to which interaction with others is done in a way that is honest, fair, helpful, and respectful.
- 1.2.3c Evaluate positive social skills.
- 1.2.4c Evaluate the ability to work effectively with others in groups.
- 1.2.5c Analyze the success of conflict resolution skills.
- 1.2.6c Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.
- 1.2.7c Analyze the impact of outside pressure on behavior.
- 1.2.8c Assess the degrees of acceptance for personal responsibility of behavior.
- 1.2.9c Assess the demonstration of respect for all kinds of human diversity.
- 1.2.10c Analyze the impact of interacting positively with diverse groups of people in relationship to learning, academic achievement, and employment.

Keys to Employability

Personal Qualities

- 1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
- 2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
- 3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
- 4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- 5. Integrity/Honesty→ Chooses ethical courses of action.

Resources

- 1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Activities Matrix Grades 7 & 8 Standard 1 Topic 2	1.2.1a	1.2.1a	1.2.2a	1.2.2a	1.2.3a	1.2.3a	1.2.4a	1.2.4a	1.2.5a	1.2.5a	1.2.6a	1.2.6a	1.2.7a	1.2.7a	1.2.8a	1.2.8a	1.2.9a	1.2.9a	1.2.10a	1.2.10a	1.2.1b	1.2.1b	1.2.2b	1.2.2b	1.2.3b	1.2.3b	1.2.4b	1.2.4b	1.2.5b	1.2.5b
	Identify effective communication skills.	Identify effective communication skills.	Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.	Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.	Identify positive social skills.	Identify positive social skills.	Identify ways to get along well with others and work effectively with them in groups	Identify ways to get along well with others and work effectively with them in groups	Describe conflict resolution skills.	Describe conflict resolution skills.	Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.	Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.	Identify how sources of outside pressure affect a person.	Identify how sources of outside pressure affect a person.	Accept responsibility for behavior.	Accept responsibility for behavior.	Recognize the importance of possessing knowledge about, having respect for, being open to, and appreciating all kinds of human diversity.	Recognize the importance of possessing knowledge about, having respect for, being open to, and appreciating all kinds of human diversity.	Recognize that the ability to interact positively with diverse groups of people may contribute to learning, academic achievement, and/or maintaining employment.	Recognize that the ability to interact positively with diverse groups of people may contribute to learning, academic achievement, and/or maintaining employment.	Demonstrate effective communication skills.	Demonstrate effective communication skills.	Demonstrate interaction with others in a way that is honest, fair, helpful, and respectful.	Demonstrate interaction with others in a way that is honest, fair, helpful, and respectful.	Demonstrate the ability to use positive social skills.	Demonstrate the ability to use positive social skills.	Demonstrate the ability to get along well with others and work effectively with them in groups.	Demonstrate the ability to get along well with others and work effectively with them in groups.	Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.	Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
	4/6 Year Individual Career Plan																													
	Career Development Tool Kit																													
	Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)																													
	Choices Explorer (CX) ~ Learn																													
	Choices Explorer (CX) ~ Life																													
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	ND Career Outlook																													
	Real Game Series																													
	Registration Guide																													
	Smart Options																													
	Standardized Assessment																													
	Study Skills																													

Activities Matrix Grades 7 & 8 Standard 1 Topic 2	1.2.6b Give examples of times when behavior is appropriate and times when behavior is inappropriate in specific school, social, and work situations.	1.2.7b Demonstrate the ability to handle outside pressure.	1.2.8b Demonstrate the acceptance of responsibility for behavior.	1.2.9b Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.	1.2.10b Explain how the ability to interact positively with diverse groups of people may contribute to learning, academic achievement, and/or maintaining employment.	1.2.1c Evaluate the use of effective communication skills.	1.2.2c Assess the degree to which interaction with others is done in a way that is honest, fair, helpful, and respectful.	1.2.3c Evaluate positive social skills.	1.2.4c Evaluate the ability to work effectively with others in groups.	1.2.5c Analyze the success of conflict resolution skills.	1.2.6c Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.	1.2.7c Analyze the impact of outside pressure on behavior.	1.2.8c Assess the degrees of acceptance for personal responsibility of behavior.	1.2.9c Assess the demonstration of respect for all kinds of human diversity.	1.2.10c Analyze the impact of interacting positively with diverse groups of people in relationship to learning, academic achievement, and employment.
4/6 Year Individual Career Plan															
Career Development Tool Kit															
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)															
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Job Shadowing															
Job-O															
ND Career Outlook															
Real Game Series															
Registration Guide															
Smart Options															
Standardized Assessment															
Study Skills															

Activities Matrix Grades 9 & 10 Standard 1 Topic 2															
	1.2.1a	1.2.2a	1.2.3a	1.2.4a	1.2.5a	1.2.6a	1.2.7a	1.2.8a	1.2.9a	1.2.10a	1.2.1b	1.2.2b	1.2.3b	1.2.4b	1.2.5b
Identify effective communication skills.															
Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.															
Identify positive social skills.															
Identify ways to get along well with others and work effectively with them in groups															
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Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.															
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Recognize the importance of possessing knowledge about, having respect for, being open to, and appreciating all kinds of human diversity.															
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Demonstrate effective communication skills.															
Demonstrate interaction with others in a way that is honest, fair, helpful, and respectful.															
Demonstrate the ability to use positive social skills.															
Demonstrate the ability to get along well with others and work effectively with them in groups.															
Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.															
4/6 Year Individual Career Plan															
Career Development Tool Kit															
Career One Stop															
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)															
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College Catalogs/Web Sites															
Cooperative Work Experience															
COPS System															
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Graduation Requirements															
Information Interviews															
Job Shadowing															
Job-O-A															
Major-Minor Finder															
ND Career Outlook															
NDUS Requirements															
Occupational Outlook Handbook & Online															
Occupational Outlook Quarterly & Online															
PLAN (ACT)															
Real Game Series															
Registration Guide															
Service Learning															
Standardized Assessment															
TestGEAR															
You Can Be															

Activities Matrix Grades 9 & 10 Standard 1 Topic 2	1.2.6b Give examples of times when behavior is appropriate and times when behavior is inappropriate in specific school, social, and work situations.	1.2.7b Demonstrate the ability to handle outside pressure.	1.2.8b Demonstrate the acceptance of responsibility for behavior.	1.2.9b Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.	1.2.10b Explain how the ability to interact positively with diverse groups of people may contribute to learning, academic achievement, and/or maintaining employment.	1.2.1c Evaluate the use of effective communication skills.	1.2.2c Assess the degree to which interaction with others is done in a way that is honest, fair, helpful, and respectful.	1.2.3c Evaluate positive social skills.	1.2.4c Evaluate the ability to work effectively with others in groups.	1.2.5c Analyze the success of conflict resolution skills.	1.2.6c Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.	1.2.7c Analyze the impact of outside pressure on behavior.	1.2.8c Assess the degrees of acceptance for personal responsibility of behavior.	1.2.9c Assess the demonstration of respect for all kinds of human diversity.	1.2.10c Analyze the impact of interacting positively with diverse groups of people in relationship to learning, academic achievement, and employment.
4/6 Year Individual Career Plan															
Career Development Tool Kit															
Career One Stop															
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)															
Choices Explorer (CX) ~ Learn															
Choices Explorer (CX) ~ Life															
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Service Learning															
Standardized Assessment															
TestGEAR															
You Can Be															

Activities Matrix Grades 11 & 12 Standard 1 Topic 2																															
	1.2.1a	Identify effective communication skills.	1.2.2a	Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.	1.2.3a	Identify positive social skills.	1.2.4a	Identify ways to get along well with others and work effectively with them in groups	1.2.5a	Describe conflict resolution skills.	1.2.6a	Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.	1.2.7a	Identify how sources of outside pressure affect a person.	1.2.8a	Accept responsibility for behavior.	1.2.9a	Recognize the importance of possessing knowledge about, having respect for, being open to, and appreciating all kinds of human diversity.	1.2.10a	Recognize that the ability to interact positively with diverse groups of people may contribute to learning, academic achievement, and/or maintaining employment.	1.2.1b	Demonstrate effective communication skills.	1.2.2b	Demonstrate interaction with others in a way that is honest, fair, helpful, and respectful.	1.2.3b	Demonstrate the ability to use positive social skills.	1.2.4b	Demonstrate the ability to get along well with others and work effectively with them in groups.	1.2.5b	Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.	
4/6 Year Individual Career Plan																															
Campus Visits																															
Career Development Tool Kit																															
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Activities Matrix Grades 11 & 12 Standard 1 Topic 2	1.2.6b Give examples of times when behavior is appropriate and times when behavior is inappropriate in specific school, social, and work situations.	1.2.7b Demonstrate the ability to handle outside pressure.	1.2.8b Demonstrate the acceptance of responsibility for behavior.	1.2.9b Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.	1.2.10b Explain how the ability to interact positively with diverse groups of people may contribute to learning, academic achievement, and/or maintaining employment.	1.2.1c Evaluate the use of effective communication skills.	1.2.2c Assess the degree to which interaction with others is done in a way that is honest, fair, helpful, and respectful.	1.2.3c Evaluate positive social skills.	1.2.4c Evaluate the ability to work effectively with others in groups.	1.2.5c Analyze the success of conflict resolution skills.	1.2.6c Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.	1.2.7c Analyze the impact of outside pressure on behavior.	1.2.8c Assess the degrees of acceptance for personal responsibility of behavior.	1.2.9c Assess the demonstration of respect for all kinds of human diversity.	1.2.10c Analyze the impact of interacting positively with diverse groups of people in relationship to learning, academic achievement, and employment.
4/6 Year Individual Career Plan															
Campus Visits															
Career Development Tool Kit															
Career One Stop															
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)															
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Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others.

Topic 3: Integrate personal growth and change into career development.

Student Competencies ~ Introductory

- 1.3.1a Recognize that growth and changes will occur physically, emotionally, socially, and intellectually throughout life.
- 1.3.2a Identify good health habits such as good nutrition, exercise, and constructive ways to manage stress.
- 1.3.3a Recognize motivations and aspirations that are likely to change with time and circumstances.
- 1.3.4a Recognize that external events often cause life changes.
- 1.3.5a Identify situations in which assistance from people or other resources might be needed.
- 1.3.6a Recognize the importance of adaptability and flexibility when initiating or responding to change.

Student Competencies ~ Core

- 1.3.1b Give examples of physical, emotional, social, and intellectual growth and change that will impact career development.
- 1.3.2b Demonstrate the implementation of good health habits such as good nutrition, exercise, and constructive ways to manage stress.
- 1.3.3b Give examples of the way in which personal motivations and aspirations have changed with time and circumstances.
- 1.3.4b Illustrate examples of external events that have caused life changes.
- 1.3.5b Demonstrate strategies to seek assistance from appropriate resources.
- 1.3.6b Demonstrate adaptability and flexibility when initiating or responding to change.

Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others.

Topic 3: Integrate personal growth and change into career development.

Student Competencies ~ Advanced

- 1.3.1c Analyze physical, emotional, social, and intellectual growth and changes throughout life that will impact career development.
- 1.3.2c Assess the impact of health habits on career development.
- 1.3.3c Assess how changes in motivations and aspirations over time have affected career development.
- 1.3.4c Assess strategies for managing life changes caused by external events.
- 1.3.5c Assess the effectiveness of seeking and utilizing assistance from appropriate resources.
- 1.3.6c Analyze how effectively one responds to change and/or initiates change.

Keys to Employability

Interpersonal

- 1. Participates as a Member of a Team→ Contributes to group effort.
- 2. Teaches Others New Skills
- 3. Serves Clients/Customers→ Works to satisfy customers' expectations.
- 4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- 5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
- 6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

- 1. Acquires and Evaluates Information.
- 2. Organizes and Maintains Information.
- 3. Interprets and Communicates Information.
- 4. Uses Computers to Process Information.

Activities Matrix Grades 7 & 8 Standard 1 Topic 3	1.3.1a Recognize that growth and changes will occur physically, emotionally, socially, and intellectually throughout life.	1.3.2a Identify good health habits such as good nutrition, exercise, and constructive ways to manage stress.	1.3.3a Recognize motivations and aspirations that are likely to change with time and circumstances.	1.3.4a Recognize that external events often cause life changes.	1.3.5a Identify situations in which assistance from people or other resources might be needed.	1.3.6a Recognize the importance of adaptability and flexibility when initiating or responding to change.	1.3.1b Give examples of physical, emotional, social, and intellectual growth and change that will impact career development.	1.3.2b Demonstrate the implementation of good health habits such as good nutrition, exercise, and constructive ways to manage stress.	1.3.3b Give examples of the way in which personal motivations and aspirations have changed with time and circumstances.	1.3.4b Illustrate examples of external events that have caused life changes.	1.3.5b Demonstrate strategies to seek assistance from appropriate resources.	1.3.6b Demonstrate adaptability and flexibility when initiating or responding to change.
4/6 Year Individual Career Plan												
Career Development Tool Kit												
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)												
Choices Explorer (CX) ~ Learn												
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Imagine ND												
Information Interviews												
Job Shadowing												
Job-O												
ND Career Outlook												
Real Game Series												
Registration Guide												
Smart Options												
Standardized Assessment												
Study Skills												

<p>Activities Matrix</p> <p>Grades 7 & 8</p> <p>Standard 1</p> <p>Topic 3</p>	1.3.1c Analyze physical, emotional, social, and intellectual growth and changes throughout life that will impact career development.	1.3.2c Assess the impact of health habits on career development.	1.3.3c Assess how changes in motivations and aspirations over time have affected career development.	1.3.4c Assess strategies for managing life changes caused by external events.	1.3.5c Assess the effectiveness of seeking and utilizing assistance from appropriate resources.	1.3.6c Analyze how effectively one responds to change and/or initiates change.
	4/6 Year Individual Career Plan					
	Career Development Tool Kit					
	Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)					
	Choices Explorer (CX) ~ Learn					
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Study Skills						

Activities Matrix												
Grades 9 & 10												
Standard 1												
Topic 3												
	1.3.1a Recognize that growth and changes will occur physically, emotionally, socially, and intellectually throughout life.	1.3.2a Identify good health habits such as good nutrition, exercise, and constructive ways to manage stress.	1.3.3a Recognize motivations and aspirations that are likely to change with time and circumstances.	1.3.4a Recognize that external events often cause life changes.	1.3.5a Identify situations in which assistance from people or other resources might be needed.	1.3.6a Recognize the importance of adaptability and flexibility when initiating or responding to change.	1.3.1b Give examples of physical, emotional, social, and intellectual growth and change that will impact career development.	1.3.2b Demonstrate the implementation of good health habits such as good nutrition, exercise, and constructive ways to manage stress.	1.3.3b Give examples of the way in which personal motivations and aspirations have changed with time and circumstances.	1.3.4b Illustrate examples of external events that have caused life changes.	1.3.5b Demonstrate strategies to seek assistance from appropriate resources.	1.3.6b Demonstrate adaptability and flexibility when initiating or responding to change.
4/6 Year Individual Career Plan												
Career Development Tool Kit												
Career One Stop												
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)												
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TestGEAR												
You Can Be												

<p>Activities Matrix</p> <p>Grades 9 & 10</p> <p>Standard 1</p> <p>Topic 3</p>	1.3.1c Analyze physical, emotional, social, and intellectual growth and changes throughout life that will impact career development.	1.3.2c Assess the impact of health habits on career development.	1.3.3c Assess how changes in motivations and aspirations over time have affected career development.	1.3.4c Assess strategies for managing life changes caused by external events.	1.3.5c Assess the effectiveness of seeking and utilizing assistance from appropriate resources.	1.3.6c Analyze how effectively one responds to change and/or initiates change.
4/6 Year Individual Career Plan						
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Graduation Requirements						
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Job-O-A						
Major-Minor Finder						
ND Career Outlook						
NDUS Requirements						
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Occupational Outlook Quarterly & Online						
PLAN (ACT)						
Real Game Series						
Registration Guide						
Service Learning						
Standardized Assessment						
TestGEAR						
You Can Be						

Activities Matrix

Grades 11 & 12

Standard 1 Topic 3

	1.3.1a Recognize that growth and changes will occur physically, emotionally, socially, and intellectually throughout life.	1.3.2a Identify good health habits such as good nutrition, exercise, and constructive ways to manage stress.	1.3.3a Recognize motivations and aspirations that are likely to change with time and circumstances.	1.3.4a Recognize that external events often cause life changes.	1.3.5a Identify situations in which assistance from people or other resources might be needed.	1.3.6a Recognize the importance of adaptability and flexibility when initiating or responding to change.	1.3.1b Give examples of physical, emotional, social, and intellectual growth and change that will impact career development.	1.3.2b Demonstrate the implementation of good health habits such as good nutrition, exercise, and constructive ways to manage stress.	1.3.3b Give examples of the way in which personal motivations and aspirations have changed with time and circumstances.	1.3.4b Illustrate examples of external events that have caused life changes.	1.3.5b Demonstrate strategies to seek assistance from appropriate resources.	1.3.6b Demonstrate adaptability and flexibility when initiating or responding to change.
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<p>Activities Matrix</p> <p>Grades 11 & 12</p> <p>Standard 1</p> <p>Topic 3</p>	1.3.1c Analyze physical, emotional, social, and intellectual growth and changes throughout life that will impact career development.	1.3.2c Assess the impact of health habits on career development.	1.3.3c Assess how changes in motivations and aspirations over time have affected career development.	1.3.4c Assess strategies for managing life changes caused by external events.	1.3.5c Assess the effectiveness of seeking and utilizing assistance from appropriate resources.	1.3.6c Analyze how effectively one responds to change and/or initiates change.
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Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others.

Topic 4: Balance personal, leisure, community, learner, family, and work roles.

Student Competencies ~ Introductory

- 1.4.1a Recognize that life roles include personal, leisure, community, learner, mentor, family, and work.
- 1.4.2a Recognize that life roles can be balanced in many ways.
- 1.4.3a Describe the concept of lifestyle.
- 1.4.4a Recognize that life roles and lifestyles are connected.

Student Competencies ~ Core

- 1.4.1b Give examples that demonstrate life roles of personal, leisure, community, learner, mentor, family, and work.
- 1.4.2b Express ways life roles can be balanced.
- 1.4.3b Give examples of decisions, factors, and circumstances that affect current lifestyle.
- 1.4.4b Show how life roles and lifestyles are connected.



Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others.

Topic 4: Balance personal, leisure, community, learner, family, and work roles.

Student Competencies ~ Advanced

- 1.4.1c Assess the impact of life roles on career goals.
- 1.4.2c Evaluate how specific life role changes can affect the attainment of career goals.
- 1.4.3c Analyze how specific lifestyle changes can affect the attainment of career goals.
- 1.4.4c Assess how changes in life roles would affect lifestyles.

Keys to Employability

Systems

- 1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
- 2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- 3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

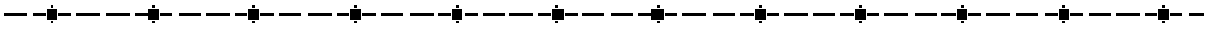
Technology

- 1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
- 2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
- 3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

<p>Activities Matrix</p> <p>Grades 7 & 8</p> <p>Standard 1</p> <p>Topic 4</p>	1.4.1a	1.4.2a	1.4.3a	1.4.4a	1.4.1b	1.4.2b	1.4.3b	1.4.4b	1.4.1c	1.4.2c	1.4.3c	1.4.4c
	Recognize that life roles include personal, leisure, community, learner, mentor, family, and work.	Recognize that life roles can be balanced in many ways.	Describe the concept of lifestyle.	Recognize that life roles and lifestyles are connected.	Give examples that demonstrate life roles of personal, leisure, community, learner, mentor, family, and work.	Express ways life roles can be balanced.	Give examples of decisions, factors, and circumstances that affect current lifestyle.	Show how life roles and lifestyles are connected.	Assess the impact of life roles on career goals.	Evaluate how specific life role changes can affect the attainment of career goals.	Analyze how specific lifestyle changes can affect the attainment of career goals.	Assess how changes in life roles would affect lifestyles.
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Activities Matrix Grades 9 & 10 Standard 1 Topic 4												
	1.4.1a Recognize that life roles include personal, leisure, community, learner, mentor, family, and work.	1.4.2a Recognize that life roles can be balanced in many ways.	1.4.3a Describe the concept of lifestyle.	1.4.4a Recognize that life roles and lifestyles are connected.	1.4.1b Give examples that demonstrate life roles of personal, leisure, community, learner, mentor, family, and work.	1.4.2b Express ways life roles can be balanced.	1.4.3b Give examples of decisions, factors, and circumstances that affect current lifestyle.	1.4.4b Show how life roles and lifestyles are connected.	1.4.1c Assess the impact of life roles on career goals.	1.4.2c Evaluate how specific life role changes can affect the attainment of career goals.	1.4.3c Analyze how specific lifestyle changes can affect the attainment of career goals.	1.4.4c Assess how changes in life roles would affect lifestyles.
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Activities Matrix												
Grades 11 & 12												
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Topic 4												
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Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others. (*Based on National Standard # 1*)

Academic Cross Walk

English Language Arts

- 9.2.6. Demonstrate oral reading fluency.
- 8.4.3. Speak for different purposes; e.g., group discussions, research presentations and demonstrations.
- 8.4.4. Use volume, eye contact, rate, pronunciation, and articulation effectively in oral presentations.
- 9.4.1. Analyze the audience and adjust message and wording to suit purpose.
- 9.4.2. Use visual aides effectively in oral presentations.
- 9.4.3. Use notes and manuscripts to make oral presentations.
- 9.4.4. Engage in a group discussion.
- 9.4.5. Use critical listening skills; i.e., reflection.
- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose.
- 10.4.2. Use appropriate body language in oral presentations.
- 10.4.3. Formulate questions in response to a verbal message.
- 11.4.1. Analyze the audience and adjust message and wording to suit the purpose.
- 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions.
- 12.4.1. Evaluate audience based on characteristics such as religion, culture, and gender.
- 12.4.2. Use tone, inflection, pitch, and emphasis effectively in oral presentations.
- 12.4.3. Analyze the audience and adjust message and wording to suit the audience while speaking.
- 12.4.4. Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages.
- 12.4.5. Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches.
- 9.5.1. Identify existing and developing media.
- 9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes.
- 9.5.3. Compare and contrast a written work and a media version.
- 10.5.1. Identify existing and developing media.
- 10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes.
- 10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages.
- 10.5.4. Analyze media messages.
- 11.5.1. Identify existing and developing media.
- 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes.
- 11.5.3. Evaluate how coverage of the same events differs depending on the media type; i.e., radio, television, and newspaper report of the same product or situation.
- 11.5.4. Evaluate the accuracy of details in media messages.
- 11.5.5. Evaluate the impact of media messages on daily life and politics
- 12.5.1. Identify existing and developing media.

Health

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 12.1.2 Understand the interrelationships of family and individual health.
- 12.1.3 Understand physical, intellectual, social, and spiritual changes that occur throughout life, and how these changes differ among individuals.
- 8.2.1 Know strategies for stress management.
- 8.2.2 Know the benefits of nutrition and physical activity as they relate to total wellness.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.
- 8.4.1 Know appropriate social skills to build and maintain positive relationships.
- 8.4.3 Know strategies for coping with peer pressure.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.4 Know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.
- 8.6.2 Know situations that require professional health services.

Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others. (*Based on National Standard # 1*)

Academic Cross Walk

Library Media/Technology Literacy

- 8.1.3 Access information using a variety of sources.
- 8.1.4 Use a variety of criteria to evaluate and select information for research.
- 8.1.5 Use organizational strategies to gather, record, and synthesize information.
- 12.1.3 Access information using a variety of sources.
- 12.1.4 Use a variety of criteria to evaluate and select information for research.
- 12.1.5 Use organizational strategies to record and synthesize information.
- 8.2.2 Select appropriate communication formats.
- 12.2.1 Demonstrate awareness of audience when creating media products.
- 12.2.4 Use a variety of media and technology to communicate with communities beyond the school.
- 8.3.1 Use appropriate terminology and concepts associated with media and technology.
- 8.3.2 Use and refine skills and procedures needed to operate various media and technology.
- 8.3.3 Develop troubleshooting strategies to solve technical problems.
- 8.3.4 Use the most effective media and technology for specific needs.
- 8.3.5 Understand the potential and limitations of existing media and technology.
- 12.3.1 Explain and use appropriate terminology and concepts associated with media and technology.
- 8.4.1 Collaborate in group projects and learning objectives.
- 8.4.2 Develop competence in selecting from a variety of reading, listening, and viewing formats.
- 8.4.3 Demonstrate self-motivation and increasing responsibility for learning by pursuing information related to personal interests.
- 8.4.4 Understand different perspectives and the values and beliefs supporting them.
- 12.4.1 Work cooperatively and collaboratively when using media and technology.
- 12.4.2 Develop competence and selectivity in reading, listening, and viewing.
- 12.4.3 Demonstrate self-motivation in seeking information.
- 12.4.4 Use a variety of media and technology for personal needs and enjoyment.
- 8.5.1 Follow school guidelines for responsible use of technology and information resources.
- 8.5.2 Use level-appropriate methods to cite and document reference sources.
- 8.5.3 Demonstrate knowledge of intellectual property rights laws.
- 12.5.1 Follow school policies for responsible use of information resources.
- 12.5.3 Understand and obey intellectual property laws, including copyright, when using information in any format.

Mathematics

- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it.
- 9-10.3.10 Identify the trend of a set of data and estimate the strength of the correlation between two variables; e.g., strong vs. weak, positive vs. negative.
- 9-10.5.14 Draw conclusions about a situation being modeled.



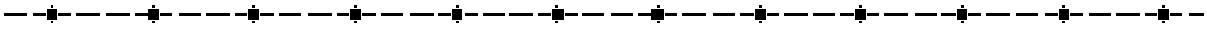
Standard 1: Personal Social Development – Acquire the knowledge, attitudes, and interpersonal skills to help understand and respect self and others. *(Based on National Standard # 1)*

Academic Cross Walk

Science

- 7.5.1. Understand the factors (e.g., latitude, altitude, mountains, bodies of water) that cause the Earth's climates.
- 8.5.7. Understand the factors (i.e., fronts, winds, air masses, air pressure, humidity, temperature, location) that affect weather.
- 7.7.1. Know how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices).
- 7.7.2. Know disease may result from many factors (e.g., pollution, heredity, diet, virus, bacteria, parasite).
- 8.7.1. Understand the interaction of science and technology with social issues (e.g., mining, natural disasters).
- 9-10.7.1. Understand how personal health is related to fitness, substance abuse, sexual activity, and nutrition.





Standard 2: Education Achievement and Life-Long Learning – Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. *(Based on National Standard #2)*

Topic 1: Attain educational achievement and performance levels needed to reach personal and career goals.

Student Competencies ~ Introductory

- 2.1.1a Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- 2.1.2a Identify learning style.
- 2.1.3a Identify strategies and study skills for improving educational achievement and performance.
- 2.1.4a Describe how aptitudes, abilities, and interests relate to broad occupational groups.
- 2.1.5a Describe the importance of having a plan to improve educational achievement and performance.
- 2.1.6a Describe how personal attitudes and behaviors can impact educational achievement and performance.
- 2.1.7a Recognize that educational achievement and performance can lead to many workplace options.

Student Competencies ~ Core

- 2.1.1b Demonstrate educational achievement and performance levels needed to attain personal and career goals.
- 2.1.2b Show how individual learning style information can improve educational achievement and performance.
- 2.1.3b Demonstrate strategies and study skills used to improve educational achievement and performance.
- 2.1.4b Describe specific school courses related to personal, educational, and occupational interests.
- 2.1.5b Demonstrate the planning process for improving educational achievement and performance.
- 2.1.6b Exhibit attitudes and behaviors that support educational achievement and performance.
- 2.1.7b Show how educational achievement and performance can expand workplace options.

Standard 2: Education Achievement and Life-Long Learning – Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. *(Based on National Standard #2)*

Topic 1: Attain educational achievement and performance levels needed to reach personal and career goals.

Student Competencies ~ Advanced

- 2.1.1c Evaluate attainment of educational achievement and performance levels needed to reach personal and career goals.
- 2.1.2c Analyze personal and individual learning styles to develop behaviors to maximize educational achievement and performance.
- 2.1.3c Analyze achievement and performance strategies for life-long educational growth and improvement.
- 2.1.4c Choose school courses that meet career goals.
- 2.1.5c Evaluate the results of a plan for improving educational achievement and performance.
- 2.1.6c Assess how well attitudes and behaviors promote educational achievement and performance.
- 2.1.7c Assess how well educational achievement and performance will transfer to the workplace.

Keys to Employability

Basic Skills

- 1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- 2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- 3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
- 5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

- 1. Creative Thinking→ Generates new ideas.
- 2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3. Problem Solving→ Recognizes problems and devises and implements plan of action.
- 4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
- 5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
- 6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities

- 1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
- 2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
- 3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
- 4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- 5. Integrity/Honesty→ Chooses ethical courses of action.

Resources

- 1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Activities Matrix Grades 7 & 8 Standard 2 Topic 1	2.1.1a Recognize the importance of educational achievement and performance to the attainment of personal and career goals.	2.1.2a Identify learning style.	2.1.3a Identify strategies and study skills for improving educational achievement and performance.	2.1.4a Describe how aptitudes, abilities, and interests relate to broad occupational groups.	2.1.5a Describe the importance of having a plan to improve educational achievement and performance.	2.1.6a Describe how personal attitudes and behaviors can impact educational achievement and performance.	2.1.7a Recognize that educational achievement and performance can lead to many workplace options.	2.1.1b Demonstrate educational achievement and performance levels needed to attain personal and career goals.	2.1.2b Show how individual learning style information can improve educational achievement and performance. achievement (i.e., performance) and/or success at work.	2.1.3b Demonstrate strategies and study skills used to improve educational achievement and performance.	2.1.4b Describe specific school courses related to personal, educational, and occupational interests.	2.1.5b Demonstrate the planning process for improving educational achievement and performance.	2.1.6b Exhibit attitudes and behaviors that support educational achievement and performance.	2.1.7b Show how educational achievement and performance can expand workplace options.
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<p>Activities Matrix</p> <p>Grades 7 & 8</p> <p>Standard 2</p> <p>Topic 1</p>	2.1.1c Evaluate attainment of educational achievement and performance levels needed to reach personal and career goals.	2.1.2c Analyze personal and individual learning styles to develop behaviors to maximize educational achievement and performance.	2.1.3c Analyze achievement and performance strategies for life-long educational growth and improvement.	2.1.4c Choose school courses that meet career goals.	2.1.5c Evaluate the results of a plan for improving educational achievement and performance.	2.1.6c Assess how well attitudes and behaviors promote educational achievement and performance.	2.1.7c Assess how well educational achievement and performance will transfer to the workplace.
4/6 Year Individual Career Plan							
Career Development Tool Kit							
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Real Game Series							
Registration Guide							
Smart Options							
Standardized Assessment							
Study Skills							

Activities Matrix Grades 9 & 10 Standard 2 Topic 1														
	2.1.1a Recognize the importance of educational achievement and performance to the attainment of personal and career goals.	2.1.2a Identify learning style.	2.1.3a Identify strategies and study skills for improving educational achievement and performance.	2.1.4a Describe how aptitudes, abilities, and interests relate to broad occupational groups.	2.1.5a Describe the importance of having a plan to improve educational achievement and performance.	2.1.6a Describe how personal attitudes and behaviors can impact educational achievement and performance.	2.1.7a Recognize that educational achievement and performance can lead to many workplace options.	2.1.1b Demonstrate educational achievement and performance levels needed to attain personal and career goals.	2.1.2b Show how individual learning style information can improve educational achievement and performance. achievement (i.e., performance) and/or success at work.	2.1.3b Demonstrate strategies and study skills used to improve educational achievement and performance.	2.1.4b Describe specific school courses related to personal, educational, and occupational interests.	2.1.5b Demonstrate the planning process for improving educational achievement and performance.	2.1.6b Exhibit attitudes and behaviors that support educational achievement and performance.	2.1.7b Show how educational achievement and performance can expand workplace options.
4/6 Year Individual Career Plan														
Career Development Tool Kit														
Career One Stop														
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)														
Choices Explorer (CX) ~ Learn														
Choices Explorer (CX) ~ Life														
Choices Explorer (CX) ~ Work														
Choices Planner (CP) ~ Learn														
Choices Planner (CP) ~ Work														
Choices Portfolio														
College Catalogs/Web Sites														
Cooperative Work Experience														
COPS System														
COUG														
Explorer (ACT)														
Graduation Requirements														
Information Interviews														
Job Shadowing														
Job-O-A														
Major-Minor Finder														
ND Career Outlook														
NDUS Requirements														
Occupational Outlook Handbook & Online														
Occupational Outlook Quarterly & Online														
PLAN (ACT)														
Real Game Series														
Registration Guide														
Service Learning														
Standardized Assessment														
TestGEAR														
You Can Be														

<p>Activities Matrix</p> <p>Grades 9 & 10</p> <p>Standard 2</p> <p>Topic 1</p>	2.1.1c Evaluate attainment of educational achievement and performance levels needed to reach personal and career goals.	2.1.2c Analyze personal and individual learning styles to develop behaviors to maximize educational achievement and performance.	2.1.3c Analyze achievement and performance strategies for life-long educational growth and improvement.	2.1.4c Choose school courses that meet career goals.	2.1.5c Evaluate the results of a plan for improving educational achievement and performance.	2.1.6c Assess how well attitudes and behaviors promote educational achievement and performance.	2.1.7c Assess how well educational achievement and performance will transfer to the workplace.
4/6 Year Individual Career Plan							
Career Development Tool Kit							
Career One Stop							
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)							
Choices Explorer (CX) ~ Learn							
Choices Explorer (CX) ~ Life							
Choices Explorer (CX) ~ Work							
Choices Planner (CP) ~ Learn							
Choices Planner (CP) ~ Work							
Choices Portfolio							
College Catalogs/Web Sites							
Cooperative Work Experience							
COPS System							
COUG							
Explorer (ACT)							
Graduation Requirements							
Information Interviews							
Job Shadowing							
Job-O-A							
Major-Minor Finder							
ND Career Outlook							
NDUS Requirements							
Occupational Outlook Handbook & Online							
Occupational Outlook Quarterly & Online							
PLAN (ACT)							
Real Game Series							
Registration Guide							
Service Learning							
Standardized Assessment							
TestGEAR							
You Can Be							

Activities Matrix Grades 11 & 12 Standard 2 Topic 1														
	2.1.1a Recognize the importance of educational achievement and performance to the attainment of personal and career goals.	2.1.2a Identify learning style.	2.1.3a Identify strategies and study skills for improving educational achievement and performance.	2.1.4a Describe how aptitudes, abilities, and interests relate to broad occupational groups.	2.1.5a Describe the importance of having a plan to improve educational achievement and performance.	2.1.6a Describe how personal attitudes and behaviors can impact educational achievement and performance.	2.1.7a Recognize that educational achievement and performance can lead to many workplace options.	2.1.1b Demonstrate educational achievement and performance levels needed to attain personal and career goals.	2.1.2b Show how individual learning style information can improve educational achievement and performance.	2.1.3b Demonstrate strategies and study skills used to improve educational achievement and performance.	2.1.4b Describe specific school courses related to personal, educational, and occupational interests.	2.1.5b Demonstrate the planning process for improving educational achievement and performance.	2.1.6b Exhibit attitudes and behaviors that support educational achievement and performance.	2.1.7b Show how educational achievement and performance can expand workplace options.
4/6 Year Individual Career Plan														
Campus Visits														
Career Development Tool Kit														
Career One Stop														
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)														
Choices Explorer (CX) ~ Learn														
Choices Explorer (CX) ~ Life														
Choices Explorer (CX) ~ Work														
Choices Planner (CP) ~ Learn														
Choices Planner (CP) ~ Work														
Choices Portfolio														
College Career Fairs														
College Catalogs/Web Sites														
Cooperative Work Experience														
COUG														
Financial Aid														
Graduation Requirements														
Information Interviews														
Job Shadowing														
Job-O-A														
Kiersey Temperment Sorter														
Major-Minor Finder														
Myers-Briggs Type Indicator														
ND Career Outlook														
NDUS Requirements														
Occupational Outlook Handbook & Online														
Occupational Outlook Quarterly & Online														
Real Game Series														
Recruiter Visits														
Registration Guide														
Service Learning														
Standardized Assessment														
Strong Interest Inventory														
TestGEAR														
You Can Be														

Activities Matrix Grades 11 & 12 Standard 2 Topic 1							
	2.1.1c Evaluate attainment of educational achievement and performance levels needed to reach personal and career goals.	2.1.2c Analyze personal and individual learning styles to develop behaviors to maximize educational achievement and performance.	2.1.3c Analyze achievement and performance strategies for life-long educational growth and improvement.	2.1.4c Choose school courses that meet career goals.	2.1.5c Evaluate the results of a plan for improving educational achievement and performance.	2.1.6c Assess how well attitudes and behaviors promote educational achievement and performance.	2.1.7c Assess how well educational achievement and performance will transfer to the workplace.
4/6 Year Individual Career Plan							
Campus Visits							
Career Development Tool Kit							
Career One Stop							
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)							
Choices Explorer (CX) ~ Learn							
Choices Explorer (CX) ~ Life							
Choices Explorer (CX) ~ Work							
Choices Planner (CP) ~ Learn							
Choices Planner (CP) ~ Work							
Choices Portfolio							
College Career Fairs							
College Catalogs/Web Sites							
Cooperative Work Experience							
COUG							
Financial Aid							
Graduation Requirements							
Information Interviews							
Job Shadowing							
Job-O-A							
Kiersey Temperament Sorter							
Major-Minor Finder							
Myers-Briggs Type Indicator							
ND Career Outlook							
NDUS Requirements							
Occupational Outlook Handbook & Online							
Occupational Outlook Quarterly & Online							
Real Game Series							
Recruiter Visits							
Registration Guide							
Service Learning							
Standardized Assessment							
Strong Interest Inventory							
TestGEAR							
You Can Be							

Standard 2: Education Achievement and Life-Long Learning – Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. (*Based on National Standard #2*)

Topic 2: Participate in ongoing, life-long learning experiences to enhance the ability to function effectively in a diverse and changing economy.

Student Competencies ~ Introductory

- 2.2.1a Recognize the importance of being a life-long learner and taking responsibility for learning.
- 2.2.2a Recognize that changes in the economy require an acquisition and an update of knowledge and skills throughout life.
- 2.2.3a Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary, etc.).
- 2.2.4a Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).
- 2.2.5a Identify types of ongoing learning experiences available (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training)
- 2.2.6a Describe informal learning experiences that contribute to life-long learning (e.g. CTSO's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities.)

Student Competencies ~ Core

- 2.2.1b Demonstrate the characteristics of an independent learner.
- 2.2.2b Show how life-long learning helps to function effectively in a diverse and changing economy.
- 2.2.3b Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary, etc.).
- 2.2.4b Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that helps function effectively in a diverse and changing economy.
- 2.2.5b Show how to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training).
- 2.2.6b Demonstrate participation in informal learning experiences (e.g. CTSO's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities).

Standard 2: Education Achievement and Life-Long Learning – Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. *(Based on National Standard #2)*

Topic 2: Participate in ongoing, life-long learning experiences to enhance the ability to function effectively in a diverse and changing economy.

Student Competencies ~ Advanced

- 2.2.1c Appraise personal skills as an independent learner.
- 2.2.2c Judge whether or not having knowledge and skills are necessary to function effectively in a diverse and changing economy.
- 2.2.3c Analyze how knowledge and skills affect the transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary, etc.).
- 2.2.4c Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects the ability to function effectively in a diverse and changing economy.
- 2.2.5c Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training) affects personal and career goals.
- 2.2.6c Assess the integration of both formal and informal learning experiences (e.g. CTSO's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities).

Keys to Employability

Interpersonal

1. Participates as a Member of a Team→ Contributes to group effort.
2. Teaches Others New Skills
3. Serves Clients/Customers→ Works to satisfy customers' expectations.
4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

1. Acquires and Evaluates Information.
2. Organizes and Maintains Information.
3. Interprets and Communicates Information.
4. Uses Computers to Process Information.

Systems

1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Activities Matrix Grades 7 & 8 Standard 2 Topic 2	2.2.1a Recognize the importance of being a life-long learner and taking responsibility for learning.	2.2.2a Recognize that changes in the economy require an acquisition and an update of knowledge and skills throughout life.	2.2.3a Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary, etc.).self-efficacy, flexibility, and loyalty).	2.2.4a Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).	2.2.5a Identify types of ongoing learning experiences available (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training)	2.2.6a Describe informal learning experiences that contribute to life-long learning (e.g. CTSO's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities.)	2.2.1b Demonstrate the characteristics of an independent learner.	2.2.2b Show how life-long learning helps to function effectively in a diverse and changing economy.	2.2.3b Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary, etc.).	2.2.4b Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that helps function effectively in a diverse and changing economy.	2.2.5b Show how to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training).	2.2.6b Demonstrate participation in informal learning experiences (e.g. CTSO's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities).
4/6 Year Individual Career Plan												
Career Development Tool Kit												
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)												
Choices Explorer (CX) ~ Learn												
Choices Explorer (CX) ~ Life												
Choices Explorer (CX) ~ Work												
Choices Planner (CP) ~ Learn												
Choices Planner (CP) ~ Work												
Choices Portfolio												
COUG												
Design Your Future												
Explorer (ACT)												
Imagine ND												
Information Interviews												
Job Shadowing												
Job-O												
ND Career Outlook												
Real Game Series												
Registration Guide												
Smart Options												
Standardized Assessment												
Study Skills												

Activities Matrix Grades 7 & 8 Standard 2 Topic 2						
	2.2.1c Appraise personal skills as an independent learner.	2.2.2c Judge whether or not having knowledge and skills are necessary to function effectively in a diverse and changing economy.	2.2.3c Analyze how knowledge and skills affect the transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary, etc.).	2.2.4c Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects the ability to function effectively in a diverse and changing economy.	2.2.5c Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training) affects personal and career goals.	2.2.6c Assess the integration of both formal and informal learning experiences (e.g. CTSO's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities).
4/6 Year Individual Career Plan						
Career Development Tool Kit						
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)						
Choices Explorer (CX) ~ Learn						
Choices Explorer (CX) ~ Life						
Choices Explorer (CX) ~ Work						
Choices Planner (CP) ~ Learn						
Choices Planner (CP) ~ Work						
Choices Portfolio						
COUG						
Design Your Future						
Explorer (ACT)						
Imagine ND						
Information Interviews						
Job Shadowing						
Job-O						
ND Career Outlook						
Real Game Series						
Registration Guide						
Smart Options						
Standardized Assessment						
Study Skills						

Activities Matrix
Grades 9 & 10
Standard 2
Topic 2

	2.2.1a Recognize the importance of being a life-long learner and taking responsibility for learning.	2.2.2a Recognize that changes in the economy require an acquisition and an update of knowledge and skills throughout life.	2.2.3a Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary, etc.) self-efficacy, flexibility, and loyalty).	2.2.4a Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).	2.2.5a Identify types of ongoing learning experiences available (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training)	2.2.6a Describe informal learning experiences that contribute to life-long learning (e.g. CTSS's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities.)	2.2.1b Demonstrate the characteristics of an independent learner.	2.2.2b Show how life-long learning helps to function effectively in a diverse and changing economy.	2.2.3b Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary, etc.).	2.2.4b Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that helps function effectively in a diverse and changing economy.	2.2.5b Show how to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training).	2.2.6b Demonstrate participation in informal learning experiences (e.g. CTSS's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities).
4/6 Year Individual Career Plan												
Career Development Tool Kit												
Career One Stop												
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)												
Choices Explorer (CX) ~ Learn												
Choices Explorer (CX) ~ Life												
Choices Explorer (CX) ~ Work												
Choices Planner (CP) ~ Learn												
Choices Planner (CP) ~ Work												
Choices Portfolio												
College Catalogs/Web Sites												
Cooperative Work Experience												
COPS System												
COUG												
Explorer (ACT)												
Graduation Requirements												
Information Interviews												
Job Shadowing												
Job-O-A												
Major-Minor Finder												
ND Career Outlook												
NDUS Requirements												
Occupational Outlook Handbook & Online												
Occupational Outlook Quarterly & Online												
PLAN (ACT)												
Real Game Series												
Registration Guide												
Service Learning												
Standardized Assessment												
TestGEAR												
You Can Be												

Activities Matrix Grades 9 & 10 Standard 2 Topic 2						
	2.2.1c Appraise personal skills as an independent learner.	2.2.2c Judge whether or not having knowledge and skills are necessary to function effectively in a diverse and changing economy.	2.2.3c Analyze how knowledge and skills affect the transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary, etc.).	2.2.4c Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects the ability to function effectively in a diverse and changing economy.	2.2.5c Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training) affects personal and career goals.	2.2.6c Assess the integration of both formal and informal learning experiences (e.g. CTSO's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities).
4/6 Year Individual Career Plan						
Career Development Tool Kit						
Career One Stop						
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)						
Choices Explorer (CX) ~ Learn						
Choices Explorer (CX) ~ Life						
Choices Explorer (CX) ~ Work						
Choices Planner (CP) ~ Learn						
Choices Planner (CP) ~ Work						
Choices Portfolio						
College Catalogs/Web Sites						
Cooperative Work Experience						
COPS System						
COUG						
Explorer (ACT)						
Graduation Requirements						
Information Interviews						
Job Shadowing						
Job-O-A						
Major-Minor Finder						
ND Career Outlook						
NDUS Requirements						
Occupational Outlook Handbook & Online						
Occupational Outlook Quarterly & Online						
PLAN (ACT)						
Real Game Series						
Registration Guide						
Service Learning						
Standardized Assessment						
TestGEAR						
You Can Be						

Activities Matrix												
Grades 11 & 12												
Standard 2												
Topic 2												
	2.2.1a Recognize the importance of being a life-long learner and taking responsibility for learning.	2.2.2a Recognize that changes in the economy require an acquisition and an update of knowledge and skills throughout life.	2.2.3a Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary, etc.),self-efficacy, flexibility, and loyalty).	2.2.4a Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).	2.2.5a Identify types of ongoing learning experiences available (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training)	2.2.6a Describe informal learning experiences that contribute to life-long learning (e.g. CTSO's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities.)	2.2.1b Demonstrate the characteristics of an independent learner.	2.2.2b Show how life-long learning helps to function effectively in a diverse and changing economy.	2.2.3b Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary, etc.).	2.2.4b Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that helps function effectively in a diverse and changing economy.	2.2.5b Show how to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training).	2.2.6b Demonstrate participation in informal learning experiences (e.g. CTSO's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities).
4/6 Year Individual Career Plan												
Campus Visits												
Career Development Tool Kit												
Career One Stop												
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)												
Choices Explorer (CX) ~ Learn												
Choices Explorer (CX) ~ Life												
Choices Explorer (CX) ~ Work												
Choices Planner (CP) ~ Learn												
Choices Planner (CP) ~ Work												
Choices Portfolio												
College Career Fairs												
College Catalogs/Web Sites												
Cooperative Work Exper.												
COUG												
Financial Aid												
Graduation Requirements												
Information Interviews												
Job Shadowing												
Job-O-A												
Kiersey Temperment Sorter												
Major-Minor Finder												
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Recruiter Visits												
Registration Guide												
Service Learning												
Standardized Assessment												
Strong Interest Inventory												
TestGEAR												
You Can Be												

Activities Matrix Grades 11 & 12 Standard 2 Topic 2						
	2.2.1c Appraise personal skills as an independent learner.	2.2.2c Judge whether or not having knowledge and skills are necessary to function effectively in a diverse and changing economy.	2.2.3c Analyze how knowledge and skills affect the transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary, etc.).	2.2.4c Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects the ability to function effectively in a diverse and changing economy.	2.2.5c Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training) affects personal and career goals.	2.2.6c Assess the integration of both formal and informal learning experiences (e.g. CTSO's <Career and Technical Student Organizations>, volunteer experiences, cooperative education programs, and extra- or co-curricular activities).
4/6 Year Individual Career Plan						
Campus Visits						
Career Development Tool Kit						
Career One Stop						
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)						
Choices Explorer (CX) ~ Learn						
Choices Explorer (CX) ~ Life						
Choices Explorer (CX) ~ Work						
Choices Planner (CP) ~ Learn						
Choices Planner (CP) ~ Work						
Choices Portfolio						
College Career Fairs						
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Cooperative Work Experience						
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Financial Aid						
Graduation Requirements						
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Service Learning						
Standardized Assessment						
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Standard 2: Education Achievement and Life-Long Learning – Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. *(Based on National Standard #2)*

Academic Cross Walk

English Language Arts

- 9.2.8. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.
- 10.2.3. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.
- 11.2.7. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.
- 12.2.4. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.

Health

- 8.4.2 Students set a personal health goal and track progress toward achievement. (Parental involvement is encouraged.)
- 12.4.2 Know how to set personal health goals and design a specific plan to enhance health for quality of life.
- 8.5.1 Know strategies and skills that are used to attain personal health goals.



Standard 2: Education Achievement and Life-Long Learning – Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. *(Based on National Standard #2)*

Academic Cross Walk

Library Media/Technology Literacy

- 8.1.1 Define a research problem or task.
- 8.1.2 Plan a research strategy.
- 8.1.3 Access information using a variety of sources.
- 8.1.4 Use a variety of criteria to evaluate and select information for research.
- 8.1.5 Use organizational strategies to gather, record, and synthesize information.
- 8.1.6 Present research (See Standard 2 for details.).
- 8.1.7 Evaluate the research process.
- 12.1.1 Define a research problem or task.
- 12.1.2 Plan a research strategy.
- 12.1.3 Access information using a variety of sources.
- 12.1.4 Use a variety of criteria to evaluate and select information for research.
- 12.1.5 Use organizational strategies to record and synthesize information.
- 12.1.6 Present research (See Standard 2 for details.).
- 12.1.7 Evaluate the research process.
- 8.2.2 Select appropriate communication formats.
- 12.2.1 Demonstrate awareness of audience when creating media products.
- 12.2.4 Use a variety of media and technology to communicate with communities beyond the school.
- 8.3.1 Use appropriate terminology and concepts associated with media and technology.
- 8.3.2 Use and refine skills and procedures needed to operate various media and technology.
- 8.3.3 Develop troubleshooting strategies to solve technical problems.
- 8.3.4 Use the most effective media and technology for specific needs.
- 8.3.5 Understand the potential and limitations of existing media and technology.
- 12.3.1 Explain and use appropriate terminology and concepts associated with media and technology.
- 12.3.3 Apply strategies for identifying and solving routine hardware and software problems.
- 8.4.1 Collaborate in group projects and learning objectives.
- 8.4.2 Develop competence in selecting from a variety of reading, listening, and viewing formats.
- 8.4.3 Demonstrate self-motivation and increasing responsibility for learning by pursuing information related to personal interests.
- 8.4.4 Understand different perspectives and the values and beliefs supporting them.
- 12.4.1 Work cooperatively and collaboratively when using media and technology.
- 12.4.2 Develop competence and selectivity in reading, listening, and viewing.
- 12.4.3 Demonstrate self-motivation in seeking information.
- 12.4.4 Use a variety of media and technology for personal needs and enjoyment.
- 8.5.1 Follow school guidelines for responsible use of technology and information resources.
- 8.5.2 Use level-appropriate methods to cite and document reference sources.
- 8.5.3 Demonstrate knowledge of intellectual property rights laws.
- 12.5.1 Follow school policies for responsible use of information resources.
- 12.5.3 Understand and obey intellectual property laws, including copyright, when using information in any format.

Mathematics

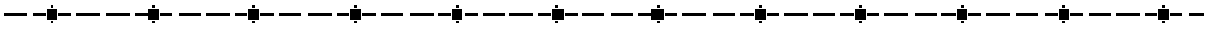
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation.
- 9-10.1.2 Describe the hierarchical relationships (e.g., integers are rationals) among subsets of the real number system; i.e., reals, rationals, irrationals, integers, wholes, and naturals.
- 9-10.1.3 Identify the properties of the real number system; i.e., commutative, associative, distributive, closure, inverse, and identity properties.
- 9-10.1.4 Represent a set of data in a matrix.
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems.
- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it.
- 11-12.1.7 Add, subtract, and multiply complex numbers.
- 11-12.1.8 Multiply matrices containing no more than three rows or columns without the use of technology.
- 8.3.6 Identify an outlier within a set of data and discuss its effects on the measures of central tendency and spread.
- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots.
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data.
- 9-10.3.6 Calculate probabilities of compound events using addition and multiplication rules.
- 9-10.3.7 Calculate measures of central tendency and spread; i.e., mean, median, mode, range, and quartiles.
- 9-10.3.8 Discuss relationships among measures of central tendency and spread; i.e., mean, median, mode, range, and quartiles.
- 11-12.3.1 Choose, construct, and interpret a display to represent a set of data.
- 11-12.3.3 Select, calculate, and use appropriate measures of central tendency and spread (i.e., mean, median, mode, range, and quartiles) to draw meaningful conclusions about a set of data.
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations.
- 9-10.5.12 Graphically represent the solution or solutions to an equation, inequality, or system.
- 9-10.5.13 Interpret a graphical representation of a real-world situation.
- 9-10.14 Draw conclusions about a situation being modeled.
- 9-10.15 Approximate and interpret rates of change from graphical and numerical data.

Standard 2: Education Achievement and Life-Long Learning – Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. *(Based on National Standard #2)*

Academic Cross Walk

Science

- 11-12.2.5. Use technology and mathematics to improve investigations and communications.
- 11-12.2.8. Communicate and defend a scientific argument.
- 7.6.1. Know ways in which technology has influenced the course of history and improved the quality of life.
- 7.6.2. Know technologies (e.g., communication, agriculture, information processing, transportation) are influenced by societies.
- 7.6.3. Know intended benefits and unintended consequences result from the development and use of technologies.
- 9-10.6.1. Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills).
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators).
- 11-12.6.2 Know examples of how new technologies advance science.
- 11-12.6.3 Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment.



Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (*Based on National Standard #3*)

Topic 1: Create and manage a plan that focuses on career goals.

Student Competencies ~ Introductory

- 3.1.1a Recognize that planning to attain career goals is a life long process.
- 3.1.2a Describe how to develop a plan (e.g., steps and content).
- 3.1.3a Identify short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
- 3.1.4a Recognize internal and external changes can affect career plans.

Student Competencies ~ Core

- 3.1.1b Give examples of how to use planning strategies to attain career goals.
- 3.1.2b Develop a career plan to meet career goals.
- 3.1.3b Demonstrate actions taken to attain short-term and long-term career goals (e.g., education, financial planning, employment, and lifestyle goals).
- 3.1.4b Give examples of how internal and external changes can cause an adjustment of career plans.

Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (*Based on National Standard #3*)

Topic 1: Create and manage a plan that focuses on career goals.

Student Competencies ~ Advanced

- 3.1.1c Assess how good planning strategies facilitate reaching career goals.
- 3.1.2c Analyze plans and make adjustments to reflect ongoing career management needs.
- 3.1.3c Re-examine career goals and adjust as needed.
- 3.1.4c Evaluate how to integrate changes both internally and externally into career plans.

Keys to Employability

Basic Skills

- 1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- 2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- 3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
- 5. Speaking→ Organizes ideas and communicates orally.

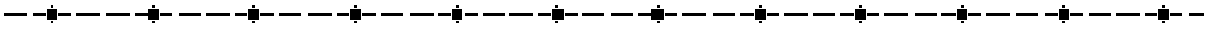
Thinking Skills

- 1. Creative Thinking→ Generates new ideas.
- 2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3. Problem Solving→ Recognizes problems and devises and implements plan of action.
- 4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
- 5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
- 6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Activities Matrix Grades 7 & 8 Standard 3 Topic 1	3.1.1a	3.1.2a	3.1.3a	3.1.4a	3.1.1b	3.1.2b	3.1.3b	3.1.4b	3.1.1c	3.1.2c	3.1.3c	3.1.4c
	Recognize that planning to attain career goals is a life long process.	Describe how to develop a plan (e.g., steps and content).	Identify short-term and long-term career goals (e.g., education, employment, and lifestyle goals).	Recognize internal and external changes can affect career plans.	Give examples of how to use planning strategies to attain career goals.	Develop a career plan to meet career goals.	Demonstrate actions taken to attain short-term and long-term career goals (e.g., education, financial planning, employment, and lifestyle goals).	Give examples of how internal and external changes can cause an adjustment of career plans.	Assess how good planning strategies facilitate reaching career goals.	Analyze plans and make adjustments to reflect ongoing career management needs.	Re-examine career goals and adjust as needed.	Evaluate how to integrate changes both internally and externally into career plans.
4/6 Year Individual Career Plan												
Career Development Tool Kit												
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)												
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Job-O												
ND Career Outlook												
Real Game Series												
Registration Guide												
Smart Options												
Standardized Assessment												
Study Skills												

<p>Activities Matrix</p> <p>Grades 9 & 10</p> <p>Standard 3</p> <p>Topic 1</p>	3.1.1a Recognize that planning to attain career goals is a life long process.	3.1.2a Describe how to develop a plan (e.g., steps and content).	3.1.3a Identify short-term and long-term career goals (e.g., education, employment, and lifestyle goals).	3.1.4a Recognize internal and external changes can affect career plans.	3.1.1b Give examples of how to use planning strategies to attain career goals.	3.1.2b Develop a career plan to meet career goals.	3.1.3b Demonstrate actions taken to attain short-term and long-term career goals (e.g., education, financial planning, employment, and lifestyle goals).	3.1.4b Give examples of how internal and external changes can cause an adjustment of career plans.	3.1.1c Assess how good planning strategies facilitate reaching career goals.	3.1.2c Analyze plans and make adjustments to reflect ongoing career management needs.	3.1.3c Re-examine career goals and adjust as needed.	3.1.4c Evaluate how to integrate changes both internally and externally into career plans.
4/6 Year Individual Career Plan												
Career Development Tool Kit												
Career One Stop												
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Standardized Assessment												
TestGEAR												
You Can Be												

Activities Matrix Grades 11 & 12 Standard 3 Topic 1												
	3.1.1a Recognize that planning to attain career goals is a life long process.	3.1.2a Describe how to develop a plan (e.g., steps and content).	3.1.3a Identify short-term and long-term career goals (e.g., education, employment, and lifestyle goals).	3.1.4a Recognize internal and external changes can affect career plans.	3.1.1b Give examples of how to use planning strategies to attain career goals.	3.1.2b Develop a career plan to meet career goals.	3.1.3b Demonstrate actions taken to attain short-term and long-term career goals (e.g., education, financial planning, employment, and lifestyle goals).	3.1.4b Give examples of how internal and external changes can cause an adjustment of career plans.	3.1.1c Assess how good planning strategies facilitate reaching career goals.	3.1.2c Analyze plans and make adjustments to reflect ongoing career management needs.	3.1.3c Re-examine career goals and adjust as needed.	3.1.4c Evaluate how to integrate changes both internally and externally into career plans.
4/6 Year Individual Career Plan												
Campus Visits												
Career Development Tool Kit												
Career One Stop												
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)												
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Strong Interest Inventory												
TestGEAR												
You Can Be												



Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. *(Based on National Standard #3)*

Topic 2: Use a process of decision-making as one component of career development.

Student Competencies ~ Introductory

- 3.2.1a Describe decision-making style.
- 3.2.2a Identify models of decision-making.
- 3.2.3a Describe how acquiring information can improve decision-making.
- 3.2.4a Identify options and potential outcomes for a specific decision.
- 3.2.5a Recognize that personal priorities, culture, beliefs, and work values can affect decision-making.
- 3.2.6a Describe how education, work, and family experiences might impact decisions.
- 3.2.7a Describe how biases and stereotypes can influence decisions.
- 3.2.8a Recognize that decision-making often involves flexibility and compromise.

Student Competencies ~ Core

- 3.2.1b Give examples of past decisions that demonstrate decision-making style.
- 3.2.2b Demonstrate the use of a decision-making model.
- 3.2.3b Demonstrate use of information in making decisions.
- 3.2.4b Show how exploring options and outcomes affect decisions made.
- 3.2.5b Show how personal priorities, culture, beliefs, and work values are reflected in decisions.
- 3.2.6b Give specific examples of how education, work, and family experiences have influenced decisions.
- 3.2.7b Give specific examples of how biases and stereotypes influence decisions made.
- 3.2.8b Give examples of how flexibility and compromise is used in career decision-making.

Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. *(Based on National Standard #3)*

Topic 2: Use a process of decision-making as one component of career development.

Student Competencies ~ Advanced

3.2.1c Evaluate the effectiveness of decision-making style.

3.2.2c Assess what decision-making models work best.

3.2.3c Assess how the ability to use information impacts decisions.

3.2.4c Compare and contrast options and outcomes when making decisions.

3.2.5c Evaluate the effect of personal priorities, culture, beliefs, and work values in decision-making.

3.2.6c Assess the impact of education, work, and family experiences on decisions.

3.2.7c Analyze strategies to manage biases and stereotypes when making decisions.

3.2.8c Evaluate the impact of personal flexibility and compromise on career decision making.

Keys to Employability

Personal Qualities

1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
5. Integrity/Honesty→ Chooses ethical courses of action.

Resources

1. Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2. Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3. Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
4. Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Activities Matrix Grades 7 & 8 Standard 3 Topic 2	3.2.1a	3.2.1a	3.2.2a	3.2.3a	3.2.4a	3.2.5a	3.2.6a	3.2.7a	3.2.8a	3.2.1b	3.2.2b	3.2.3b	3.2.4b	3.2.5b	3.2.6b	3.2.7b	3.2.8b
	Describe decision-making style.		Identify models of decision-making.	Describe how acquiring information can improve decision-making.	Identify options and potential outcomes for a specific decision.	Recognize that personal priorities, culture, beliefs, and work values can affect decision-making.	Describe how education, work, and family experiences might impact decisions.	Describe how biases and stereotypes can influence decisions.	Recognize that decision-making often involves flexibility and compromise.	Give examples of past decisions that demonstrate decision-making style.	Demonstrate the use of a decision-making model.	Demonstrate use of information in making decisions.	Show how exploring options and outcomes affect decisions made.	Show how personal priorities, culture, beliefs, and work values are reflected in decisions.	Give specific examples of how education, work, and family experiences have influenced decisions.	Give specific examples of how biases and stereotypes influence decisions made.	Give examples of how flexibility and compromise is used in career decision-making.
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<p>Activities Matrix</p> <p>Grades 7 & 8</p> <p>Standard 3</p> <p>Topic 2</p>	3.2.1c Evaluate the effectiveness of decision-making style.	3.2.2c Assess what decision-making models work best.	3.2.3c Assess how the ability to use information impacts decisions.	3.2.4c Compare and contrast options and outcomes when making decisions.	3.2.5c Evaluate the effect of personal priorities, culture, beliefs, and work values in decision-making.	3.2.6c Assess the impact of education, work, and family experiences on decisions.	3.2.7c Analyze strategies to manage biases and stereotypes when making decisions.	3.2.8c Evaluate the impact of personal flexibility and compromise on career decision making.
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Activities Matrix Grades 9 & 10 Standard 3 Topic 2																
	3.2.1a	Describe decision-making style.	3.2.2a	Identify models of decision-making.	3.2.3a	Describe how acquiring information can improve decision-making.	3.2.4a	Identify options and potential outcomes for a specific decision.	3.2.5a	Recognize that personal priorities, culture, beliefs, and work values can affect decision-making.	3.2.6a	Describe how education, work, and family experiences might impact decisions.	3.2.7a	Describe how biases and stereotypes can influence decisions.	3.2.8a	Recognize that decision-making often involves flexibility and compromise.
4/6 Year Individual Career Plan																
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<p>Activities Matrix</p> <p>Grades 9 & 10</p> <p>Standard 3</p> <p>Topic 2</p>	3.2.1c Evaluate the effectiveness of decision-making style.	3.2.2c Assess what decision-making models work best.	3.2.3c Assess how the ability to use information impacts decisions.	3.2.4c Compare and contrast options and outcomes when making decisions.	3.2.5c Evaluate the effect of personal priorities, culture, beliefs, and work values in decision-making.	3.2.6c Assess the impact of education, work, and family experiences on decisions.	3.2.7c Analyze strategies to manage biases and stereotypes when making decisions.	3.2.8c Evaluate the impact of personal flexibility and compromise on career decision making.
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<div> <div>Activities Matrix</div> <div>Grades 11 & 12</div> <div>Standard 3</div> <div>Topic 2</div> </div>	3.2.1a	3.2.2a	3.2.3a	3.2.4a	3.2.5a	3.2.6a	3.2.7a	3.2.8a	3.2.1b	3.2.2b	3.2.3b	3.2.4b	3.2.5b	3.2.6b	3.2.7b	3.2.8b
	Describe decision-making style.	Identify models of decision-making.	Describe how acquiring information can improve decision-making.	Identify options and potential outcomes for a specific decision.	Recognize that personal priorities, culture, beliefs, and work values can affect decision-making.	Describe how education, work, and family experiences might impact decisions.	Describe how biases and stereotypes can influence decisions.	Recognize that decision-making often involves flexibility and compromise.	Give examples of past decisions that demonstrate decision-making style.	Demonstrate the use of a decision-making model.	Demonstrate use of information in making decisions.	Show how exploring options and outcomes affect decisions made.	Show how personal priorities, culture, beliefs, and work values are reflected in decisions.	Give specific examples of how education, work, and family experiences have influenced decisions.	Give specific examples of how biases and stereotypes influence decisions made.	Give examples of how flexibility and compromise is used in career decision-making.
	4/6 Year Individual Career Plan															
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Career One Stop																
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<p>Activities Matrix</p> <p>Grades 11 & 12</p> <p>Standard 3</p> <p>Topic 2</p>	3.2.1c Evaluate the effectiveness of decision-making style.	3.2.2c Assess what decision-making models work best.	3.2.3c Assess how the ability to use information impacts decisions.	3.2.4c Compare and contrast options and outcomes when making decisions.	3.2.5c Evaluate the effect of personal priorities, culture, beliefs, and work values in decision-making.	3.2.6c Assess the impact of education, work, and family experiences on decisions.	3.2.7c Analyze strategies to manage biases and stereotypes when making decisions.	3.2.8c Evaluate the impact of personal flexibility and compromise on career decision making.
4/6 Year Individual Career Plan								
Campus Visits								
Career Development Tool Kit								
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Myers-Briggs Type Indicator								
ND Career Outlook								
NDUS Requirements								
Occupational Outlook Handbook & Online								
Occupational Outlook Quarterly & Online								
Real Game Series								
Recruiter Visits								
Registration Guide								
Service Learning								
Standardized Assessment								
Strong Interest Inventory								
TestGEAR								
You Can Be								

Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (*Based on National Standard #3*)

Topic 3: Use accurate, current, and unbiased career information during career planning and management.

Student Competencies ~ Introductory

- 3.3.1a Recognize the importance of career information for career planning.
- 3.3.2a Recognize that a variety of career information resources are available.
- 3.3.3a Recognize the quality of career information resources.
- 3.3.4a Identify several ways to classify occupations.
- 3.3.5a Identify occupations that one might consider without regard to one's gender, race, culture, or ability.
- 3.3.6a Identify the advantages and disadvantages of being employed in a non-traditional occupation.

Student Competencies ~ Core

- 3.3.1b Determine how career information is important in current and future planning.
- 3.3.2b Demonstrate the ability to use different types of career information resources to support career planning.
- 3.3.3b Evaluate examples for unbiased, current, complete, or accurate career information.
- 3.3.4b Give examples of how occupational classification systems can be used in career planning.
- 3.3.5b Demonstrate openness to considering occupations that might be viewed as non-traditional (i.e., relative to one's gender, race, culture, or ability).
- 3.3.6b Make decisions for oneself about being employed in a non-traditional occupation.

Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (*Based on National Standard #3*)

Topic 3: Use accurate, current, and unbiased career information during career planning and management.

Student Competencies ~ Advanced

- 3.3.1c Refine career plan reflecting the use of career information.
- 3.3.2c Evaluate the integration of career information resources into the management of career plans.
- 3.3.3c Select quality career information resources for career planning and management.
- 3.3.4c Assess which occupational classification system is most helpful to career planning.
- 3.3.5c Assess one's openness to considering non-traditional occupations in career management.
- 3.3.6c Assess the impact of decisions about being employed in a non-traditional occupation.

Keys to Employability

Interpersonal

1. Participates as a Member of a Team→ Contributes to group effort.
2. Teaches Others New Skills
3. Serves Clients/Customers→ Works to satisfy customers' expectations.
4. Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
6. Works with Diversity→ Works well with men and women from diverse backgrounds.

Information

1. Acquires and Evaluates Information.
2. Organizes and Maintains Information.
3. Interprets and Communicates Information.
4. Uses Computers to Process Information.

Activities Matrix Grades 7 & 8 Standard 3 Topic 3	3.3.1a	3.3.2a	3.3.3a	3.3.4a	3.3.5a	3.3.6a	3.3.1b	3.3.2b	3.3.3b	3.3.4b	3.3.5b	3.3.6b
	Recognize the importance of career information for career planning.	Recognize that a variety of career information resources are available.	Recognize the quality of career information resources.	Identify several ways to classify occupations.	Identify occupations that one might consider without regard to one's gender, race, culture, or ability.	Identify the advantages and disadvantages of being employed in a non-traditional occupation.	Determine how career information is important in current and future planning.	Demonstrate the ability to use different types of career information resources to support career planning.	Evaluate examples for unbiased, current, complete, or accurate career information.	Give examples of how occupational classification systems can be used in career planning.	Demonstrate openness to considering occupations that might be viewed as non-traditional (i.e., relative to one's gender, race, culture, or ability).	Make decisions for oneself about being employed in a non-traditional occupation.
	4/6 Year Individual Career Plan											
	Career Development Tool Kit											
	Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)											
	Choices Explorer (CX) ~ Learn											
	Choices Explorer (CX) ~ Life											
	Choices Explorer (CX) ~ Work											
	Choices Planner (CP) ~ Learn											
	Choices Planner (CP) ~ Work											
	Choices Portfolio											
	COUG											
	Design Your Future											
	Explorer (ACT)											
	Imagine ND											
	Information Interviews											
	Job Shadowing											
	Job-O											
	ND Career Outlook											
	Real Game Series											
	Registration Guide											
	Smart Options											
	Standardized Assessment											
	Study Skills											

Activities Matrix Grades 7 & 8 Standard 3 Topic 3	3.3.1c Refine career plan reflecting the use of career information.	3.3.2c Evaluate the integration of career information resources into the management of career plans.	3.3.3c Select quality career information resources for career planning and management.	3.3.4c Assess which occupational classification system is most helpful to career planning.	3.3.5c Assess one's openness to considering non-traditional occupations in career management.	3.3.6c Assess the impact of decisions about being employed in a non-traditional occupation.
	4/6 Year Individual Career Plan					
	Career Development Tool Kit					
	Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)					
	Choices Explorer (CX) ~ Learn					
	Choices Explorer (CX) ~ Life					
	Choices Explorer (CX) ~ Work					
Choices Planner (CP) ~ Learn						
Choices Planner (CP) ~ Work						
Choices Portfolio						
COUG						
Design Your Future						
Explorer (ACT)						
Imagine ND						
Information Interviews						
Job Shadowing						
Job-O						
ND Career Outlook						
Real Game Series						
Registration Guide						
Smart Options						
Standardized Assessment						
Study Skills						

Activities Matrix Grades 9 & 10 Standard 3 Topic 3												
	3.3.1a Recognize the importance of career information for career planning.	3.3.2a Recognize that a variety of career information resources are available.	3.3.3a Recognize the quality of career information resources.	3.3.4a Identify several ways to classify occupations.	3.3.5a Identify occupations that one might consider without regard to one's gender, race, culture, or ability.	3.3.6a Identify the advantages and disadvantages of being employed in a non-traditional occupation.	3.3.1b Determine how career information is important in current and future planning.	3.3.2b Demonstrate the ability to use different types of career information resources to support career planning.	3.3.3b Evaluate examples for unbiased, current, complete, or accurate career information.	3.3.4b Give examples of how occupational classification systems can be used in career planning.	3.3.5b Demonstrate openness to considering occupations that might be viewed as non-traditional (i.e., relative to one's gender, race, culture, or ability).	3.3.6b Make decisions for oneself about being employed in a non-traditional occupation.
4/6 Year Individual Career Plan												
Career Development Tool Kit												
Career One Stop												
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)												
Choices Explorer (CX) ~ Learn												
Choices Explorer (CX) ~ Life												
Choices Explorer (CX) ~ Work												
Choices Planner (CP) ~ Learn												
Choices Planner (CP) ~ Work												
Choices Portfolio												
College Catalogs/Web Sites												
Cooperative Work Experience												
COPS System												
COUG												
Explorer (ACT)												
Graduation Requirements												
Information Interviews												
Job Shadowing												
Job-O-A												
Major-Minor Finder												
ND Career Outlook												
NDUS Requirements												
Occupational Outlook Handbook & Online												
Occupational Outlook Quarterly & Online												
PLAN (ACT)												
Real Game Series												
Registration Guide												
Service Learning												
Standardized Assessment												
TestGEAR												
You Can Be												

<p>Activities Matrix</p> <p>Grades 9 & 10</p> <p>Standard 3</p> <p>Topic 3</p>	3.3.1c Refine career plan reflecting the use of career information.	3.3.2c Evaluate the integration of career information resources into the management of career plans.	3.3.3c Select quality career information resources for career planning and management.	3.3.4c Assess which occupational classification system is most helpful to career planning.	3.3.5c Assess one's openness to considering non-traditional occupations in career management.	3.3.6c Assess the impact of decisions about being employed in a non-traditional occupation.
4/6 Year Individual Career Plan						
Career Development Tool Kit						
Career One Stop						
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)						
Choices Explorer (CX) ~ Learn						
Choices Explorer (CX) ~ Life						
Choices Explorer (CX) ~ Work						
Choices Planner (CP) ~ Learn						
Choices Planner (CP) ~ Work						
Choices Portfolio						
College Catalogs/Web Sites						
Cooperative Work Experience						
COPS System						
COUG						
Explorer (ACT)						
Graduation Requirements						
Information Interviews						
Job Shadowing						
Job-O-A						
Major-Minor Finder						
ND Career Outlook						
NDUS Requirements						
Occupational Outlook Handbook & Online						
Occupational Outlook Quarterly & Online						
PLAN (ACT)						
Real Game Series						
Registration Guide						
Service Learning						
Standardized Assessment						
TestGEAR						
You Can Be						

Activities Matrix

Grades 11 & 12

Standard 3 Topic 3

	3.3.1a Recognize the importance of career information for career planning.	3.3.2a Recognize that a variety of career information resources are available.	3.3.3a Recognize the quality of career information resources.	3.3.4a Identify several ways to classify occupations.	3.3.5a Identify occupations that one might consider without regard to one's gender, race, culture, or ability.	3.3.6a Identify the advantages and disadvantages of being employed in a non-traditional occupation.	3.3.1b Determine how career information is important in current and future planning.	3.3.2b Demonstrate the ability to use different types of career information resources to support career planning.	3.3.3b Evaluate examples for unbiased, current, complete, or accurate career information.	3.3.4b Give examples of how occupational classification systems can be used in career planning.	3.3.5b Demonstrate openness to considering occupations that might be viewed as non-traditional (i.e., relative to one's gender, race, culture, or ability).	3.3.6b Make decisions for oneself about being employed in a non-traditional occupation.
4/6 Year Individual Career Plan												
Campus Visits												
Career Development Tool Kit												
Career One Stop												
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)												
Choices Explorer (CX) ~ Learn												
Choices Explorer (CX) ~ Life												
Choices Explorer (CX) ~ Work												
Choices Planner (CP) ~ Learn												
Choices Planner (CP) ~ Work												
Choices Portfolio												
College Career Fairs												
College Catalogs/Web Sites												
Cooperative Work Experience												
COUG												
Financial Aid												
Graduation Requirements												
Information Interviews												
Job Shadowing												
Job-O-A												
Kiersey Temperment Sorter												
Major-Minor Finder												
Myers-Briggs Type Indicator												
ND Career Outlook												
NDUS Requirements												
Occupational Outlook Handbook & Online												
Occupational Outlook Quarterly & Online												
Real Game Series												
Recruiter Visits												
Registration Guide												
Service Learning												
Standardized Assessment												
Strong Interest Inventory												
TestGEAR												
You Can Be												

<p>Activities Matrix</p> <p>Grades 11 & 12</p> <p>Standard 3</p> <p>Topic 3</p>	3.3.1c Refine career plan reflecting the use of career information.	3.3.2c Evaluate the integration of career information resources into the management of career plans.	3.3.3c Select quality career information resources for career planning and management.	3.3.4c Assess which occupational classification system is most helpful to career planning.	3.3.5c Assess one's openness to considering non-traditional occupations in career management.	3.3.6c Assess the impact of decisions about being employed in a non-traditional occupation.
4/6 Year Individual Career Plan						
Campus Visits						
Career Development Tool Kit						
Career One Stop						
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)						
Choices Explorer (CX) ~ Learn						
Choices Explorer (CX) ~ Life						
Choices Explorer (CX) ~ Work						
Choices Planner (CP) ~ Learn						
Choices Planner (CP) ~ Work						
Choices Portfolio						
College Career Fairs						
College Catalogs/Web Sites						
Cooperative Work Experience						
COUG						
Financial Aid						
Graduation Requirements						
Information Interviews						
Job Shadowing						
Job-O-A						
Kiersey Temperment Sorter						
Major-Minor Finder						
Myers-Briggs Type Indicator						
ND Career Outlook						
NDUS Requirements						
Occupational Outlook Handbook & Online						
Occupational Outlook Quarterly & Online						
Real Game Series						
Recruiter Visits						
Registration Guide						
Service Learning						
Standardized Assessment						
Strong Interest Inventory						
TestGEAR						
You Can Be						

Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (*Based on National Standard #3*)

Topic 4: Develop academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.

Student Competencies ~ Introductory

- 3.4.1a Describe academic, occupational, and general employability skills.
- 3.4.2a Identify job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads).
- 3.4.3a Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
- 3.4.4a Recognize that many skills are transferable from one occupation to another.
- 3.4.5a Recognize that geographic mobility impacts employability.
- 3.4.6a Identify the advantages and challenges of self-employment.
- 3.4.7a Identify ways to be proactive in marketing oneself for a job.

Student Competencies ~ Core

- 3.4.1b Demonstrate the ability to use academic, occupational, and general employability skills to obtain or create, maintain, and advance employment.
- 3.4.2b Demonstrate job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads).
- 3.4.3b Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability).
- 3.4.4b Show how skills are transferable from one occupation to another.
- 3.4.5b Make decisions regarding geographic mobility.
- 3.4.6b Make decisions about self-employment.
- 3.4.7b Demonstrate skills that show how to market oneself in the workplace.

Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (*Based on National Standard #3*)

Topic 4: Develop academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.

Student Competencies ~ Advanced

- 3.4.1c Assess academic, occupational, and general employability skills and enhance these skills as needed for employment.
- 3.4.2c Evaluate job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.).
- 3.4.3c Evaluate general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability).
- 3.4.4c Analyze the impact of transferable skills on career options.
- 3.4.5c Analyze the impact of decisions about geographic mobility on career goals.
- 3.4.6c Assess the impact of decisions regarding self-employment on career goals.
- 3.4.7c Evaluate strategies to market oneself in the workplace.

Keys to Employability

Systems

1. Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Activities Matrix														
Grades 7 & 8														
Standard 3														
Topic 4														
	3.4.1a Describe academic, occupational, and general employability skills.	3.4.2a Identify job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads).	3.4.3a Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment., self-efficacy, flexibility, and loyalty).	3.4.4a Recognize that many skills are transferable from one occupation to another.	3.4.5a Recognize that geographic mobility impacts employability.	3.4.6a Identify the advantages and challenges of self-employment.	3.4.7a Identify ways to be proactive in marketing oneself for a job.	3.4.1b Demonstrate the ability to use academic, occupational, and general employability skills to obtain or create, maintain, and advance employment.	3.4.2b Demonstrate job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads).	3.4.3b Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability).	3.4.4b Show how skills are transferable from one occupation to another	3.4.5b Make decisions regarding geographic mobility.	3.4.6b Make decisions about self-employment.	3.4.7b Demonstrate skills that show how to market oneself in the workplace.
4/6 Year Individual Career Plan														
Career Development Tool Kit														
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)														
Choices Explorer (CX) ~ Learn														
Choices Explorer (CX) ~ Life														
Choices Explorer (CX) ~ Work														
Choices Planner (CP) ~ Learn														
Choices Planner (CP) ~ Work														
Choices Portfolio														
COUG														
Design Your Future														
Explorer (ACT)														
Imagine ND														
Information Interviews														
Job Shadowing														
Job-O														
ND Career Outlook														
Real Game Series														
Registration Guide														
Smart Options														
Standardized Assessment														
Study Skills														

<p>Activities Matrix</p> <p>Grades 7 & 8</p> <p>Standard 3</p> <p>Topic 4</p>	3.4.1c Assess academic, occupational, and general employability skills and enhance these skills as needed for employment.	3.4.2c Evaluate job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.).	3.4.3c Evaluate general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability).	3.4.4c Analyze the impact of transferable skills on career options.	3.4.5c Analyze the impact of decisions about geographic mobility on career goals.	3.4.6c Assess the impact of decisions regarding self-employment on career goals.	3.4.7c Evaluate strategies to market oneself in the workplace.
	4/6 Year Individual Career Plan						
	Career Development Tool Kit						
	Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)						
	Choices Explorer (CX) ~ Learn						
	Choices Explorer (CX) ~ Life						
	Choices Explorer (CX) ~ Work						
	Choices Planner (CP) ~ Learn						
	Choices Planner (CP) ~ Work						
	Choices Portfolio						
	COUG						
	Design Your Future						
	Explorer (ACT)						
	Imagine ND						
	Information Interviews						
	Job Shadowing						
	Job-O						
	ND Career Outlook						
	Real Game Series						
	Registration Guide						
	Smart Options						
	Standardized Assessment						
	Study Skills						

Activities Matrix Grades 9 & 10 Standard 3 Topic 4														
	3.4.1a	3.4.2a	3.4.3a	3.4.4a	3.4.5a	3.4.6a	3.4.7a	3.4.1b	3.4.2b	3.4.3b	3.4.4b	3.4.5b	3.4.6b	3.4.7b
Describe academic, occupational, and general employability skills.														
Identify job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads).														
Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment, self-efficacy, flexibility, and loyalty).														
Recognize that many skills are transferable from one occupation to another.														
Recognize that geographic mobility impacts employability.														
Identify the advantages and challenges of self-employment.														
Identify ways to be proactive in marketing oneself for a job.														
Demonstrate the ability to use academic, occupational, and general employability skills to obtain or create, maintain, and advance employment.														
Demonstrate job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads).														
Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability).														
Show how skills are transferable from one occupation to another														
Make decisions regarding geographic mobility.														
Make decisions about self-employment.														
Demonstrate skills that show how to market oneself in the workplace.														
4/6 Year Individual Career Plan														
Career Development Tool Kit														
Career One Stop														
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)														
Choices Explorer (CX) ~ Learn														
Choices Explorer (CX) ~ Life														
Choices Explorer (CX) ~ Work														
Choices Planner (CP) ~ Learn														
Choices Planner (CP) ~ Work														
Choices Portfolio														
College Catalogs/Web Sites														
Cooperative Work Experience														
COPS System														
COUG														
Explorer (ACT)														
Graduation Requirements														
Information Interviews														
Job Shadowing														
Job-O-A														
Major-Minor Finder														
ND Career Outlook														
NDUS Requirements														
Occupational Outlook Handbook & Online														
Occupational Outlook Quarterly & Online														
PLAN (ACT)														
Real Game Series														
Registration Guide														
Service Learning														
Standardized Assessment														
TestGEAR														
You Can Be														

Activities Matrix Grades 9 & 10 Standard 3 Topic 4							
	3.4.1c Assess academic, occupational, and general employability skills and enhance these skills as needed for employment.	3.4.2c Evaluate job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.).	3.4.3c Evaluate general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability).	3.4.4c Analyze the impact of transferable skills on career options.	3.4.5c Analyze the impact of decisions about geographic mobility on career goals.	3.4.6c Assess the impact of decisions regarding self-employment on career goals.	3.4.7c Evaluate strategies to market oneself in the workplace.
4/6 Year Individual Career Plan							
Career Development Tool Kit							
Career One Stop							
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)							
Choices Explorer (CX) ~ Learn							
Choices Explorer (CX) ~ Life							
Choices Explorer (CX) ~ Work							
Choices Planner (CP) ~ Learn							
Choices Planner (CP) ~ Work							
Choices Portfolio							
College Catalogs/Web Sites							
Cooperative Work Experience							
COPS System							
COUG							
Explorer (ACT)							
Graduation Requirements							
Information Interviews							
Job Shadowing							
Job-O-A							
Major-Minor Finder							
ND Career Outlook							
NDUS Requirements							
Occupational Outlook Handbook & Online							
Occupational Outlook Quarterly & Online							
PLAN (ACT)							
Real Game Series							
Registration Guide							
Service Learning							
Standardized Assessment							
TestGEAR							
You Can Be							

<p>Activities Matrix</p> <p>Grades 11 & 12</p> <p>Standard 3</p> <p>Topic 4</p>		3.4.1a Describe academic, occupational, and general employability skills.	3.4.2a Identify job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads).	3.4.3a Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment., self-efficacy, flexibility, and loyalty).	3.4.4a Recognize that many skills are transferable from one occupation to another.	3.4.5a Recognize that geographic mobility impacts employability.	3.4.6a Identify the advantages and challenges of self-employment.	3.4.7a Identify ways to be proactive in marketing oneself for a job.	3.4.1b Demonstrate the ability to use academic, occupational, and general employability skills to obtain or create, maintain, and advance employment.	3.4.2b Demonstrate job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads).	3.4.3b Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability).	3.4.4b Show how skills are transferable from one occupation to another	3.4.5b Make decisions regarding geographic mobility.	3.4.6b Make decisions about self-employment.	3.4.7b Demonstrate skills that show how to market oneself in the workplace.
4/6 Year Individual Career Plan															
Campus Visits															
Career Development Tool Kit															
Career One Stop															
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)															
Choices Explorer (CX) ~ Learn															
Choices Explorer (CX) ~ Life															
Choices Explorer (CX) ~ Work															
Choices Planner (CP) ~ Learn															
Choices Planner (CP) ~ Work															
Choices Portfolio															
College Career Fairs															
College Catalogs/Web Sites															
Cooperative Work Experience															
COUG															
Financial Aid															
Graduation Requirements															
Information Interviews															
Job Shadowing															
Job-O-A															
Kiersey Temperment Sorter															
Major-Minor Finder															
Myers-Briggs Type Indicator															
ND Career Outlook															
NDUS Requirements															
Occupational Outlook Handbook & Online															
Occupational Outlook Quarterly & Online															
Real Game Series															
Recruiter Visits															
Registration Guide															
Service Learning															
Standardized Assessment															
Strong Interest Inventory															
TestGEAR															
You Can Be															

Activities Matrix Grades 11 & 12 Standard 3 Topic 4	3.4.1c Assess academic, occupational, and general employability skills and enhance these skills as needed for employment.	3.4.2c Evaluate job seeking skills (i.e. write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.).	3.4.3c Evaluate general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, technology management, interpersonal skills, honesty, and dependability).	3.4.4c Analyze the impact of transferable skills on career options.	3.4.5c Analyze the impact of decisions about geographic mobility on career goals.	3.4.6c Assess the impact of decisions regarding self-employment on career goals.	3.4.7c Evaluate strategies to market oneself in the workplace.
4/6 Year Individual Career Plan							
Campus Visits							
Career Development Tool Kit							
Career One Stop							
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)							
Choices Explorer (CX) ~ Learn							
Choices Explorer (CX) ~ Life							
Choices Explorer (CX) ~ Work							
Choices Planner (CP) ~ Learn							
Choices Planner (CP) ~ Work							
Choices Portfolio							
College Career Fairs							
College Catalogs/Web Sites							
Cooperative Work Experience							
COUG							
Financial Aid							
Graduation Requirements							
Information Interviews							
Job Shadowing							
Job-O-A							
Kiersey Temperament Sorter							
Major-Minor Finder							
Myers-Briggs Type Indicator							
ND Career Outlook							
NDUS Requirements							
Occupational Outlook Handbook & Online							
Occupational Outlook Quarterly & Online							
Real Game Series							
Recruiter Visits							
Registration Guide							
Service Learning							
Standardized Assessment							
Strong Interest Inventory							
TestGEAR							
You Can Be							

Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (*Based on National Standard #3*)

Topic 5: Integrate changing employment trends, societal needs, and economic conditions into career plans.

Student Competencies ~ Introductory

3.5.1a Identify societal needs that affect career plans.

3.5.2a Identify economic conditions that affect career plans.

3.5.3a Identify employment trends that affect career plans.

Student Competencies ~ Core

3.5.1b Show how preparedness to respond to changing societal needs is necessary in career management.

3.5.2b Show how preparedness to respond to changing economic conditions is necessary in career management.

3.5.3b Show how preparedness to respond to changing employment trends is necessary in career management.

Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (*Based on National Standard #3*)

Topic 5: Integrate changing employment trends, societal needs, and economic conditions into career plans.

Student Competencies ~ Advanced

- 3.5.1c Evaluate the results of career management relative to changing societal needs.
- 3.5.2c Evaluate the results of career management relative to changing economic conditions.
- 3.5.3c Evaluate the results of career management relative to changes in employment trends.

Keys to Employability

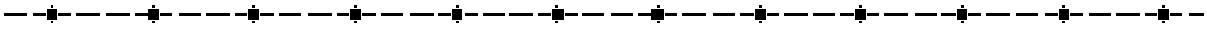
Technology

1. Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
2. Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Activities Matrix Grades 7 & 8 Standard 3 Topic 5	3.5.1a	3.5.2a	3.5.3a	3.5.1b	3.5.2b	3.5.3b	3.5.1c	3.5.2c	3.5.3c
	Identify societal needs that affect career plans.	Identify economic conditions that affect career plans.	Identify employment trends that affect career plans.	Show how preparedness to respond to changing societal needs is necessary in career management.	Show how preparedness to respond to changing economic conditions is necessary in career management.	Show how preparedness to respond to changing employment trends is necessary in career management.	Evaluate the results of career management relative to changing societal needs.	Evaluate the results of career management relative to changing economic conditions.	Evaluate the results of career management relative to changes in employment trends.
4/6 Year Individual Career Plan									
Career Development Tool Kit									
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)									
Choices Explorer (CX) ~ Learn									
Choices Explorer (CX) ~ Life									
Choices Explorer (CX) ~ Work									
Choices Planner (CP) ~ Learn									
Choices Planner (CP) ~ Work									
Choices Portfolio									
COUG									
Design Your Future									
Explorer (ACT)									
Imagine ND									
Information Interviews									
Job Shadowing									
Job-O									
ND Career Outlook									
Real Game Series									
Registration Guide									
Smart Options									
Standardized Assessment									
Study Skills									

<p>Activities Matrix</p> <p>Grades 9 & 10</p> <p>Standard 3</p> <p>Topic 5</p>	3.5.1a Identify societal needs that affect career plans.	3.5.2a Identify economic conditions that affect career plans.	3.5.3a Identify employment trends that affect career plans.	3.5.1b Show how preparedness to respond to changing societal needs is necessary in career management.	3.5.2b Show how preparedness to respond to changing economic conditions is necessary in career management.	3.5.3b Show how preparedness to respond to changing employment trends is necessary in career management.	3.5.1c Evaluate the results of career management relative to changing societal needs.	3.5.2c Evaluate the results of career management relative to changing economic conditions.	3.5.3c Evaluate the results of career management relative to changes in employment trends.
4/6 Year Individual Career Plan									
Career Development Tool Kit									
Career One Stop									
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)									
Choices Explorer (CX) ~ Learn									
Choices Explorer (CX) ~ Life									
Choices Explorer (CX) ~ Work									
Choices Planner (CP) ~ Learn									
Choices Planner (CP) ~ Work									
Choices Portfolio									
College Catalogs/Web Sites									
Cooperative Work Experience									
COPS System									
COUG									
Explorer (ACT)									
Graduation Requirements									
Information Interviews									
Job Shadowing									
Job-O-A									
Major-Minor Finder									
ND Career Outlook									
NDUS Requirements									
Occupational Outlook Handbook & Online									
Occupational Outlook Quarterly & Online									
PLAN (ACT)									
Real Game Series									
Registration Guide									
Service Learning									
Standardized Assessment									
TestGEAR									
You Can Be									

<p>Activities Matrix</p> <p>Grades 11 & 12</p> <p>Standard 3</p> <p>Topic 5</p>	3.5.1a Identify societal needs that affect career plans.	3.5.2a Identify economic conditions that affect career plans.	3.5.3a Identify employment trends that affect career plans.	3.5.1b Show how preparedness to respond to changing societal needs is necessary in career management.	3.5.2b Show how preparedness to respond to changing economic conditions is necessary in career management.	3.5.3b Show how preparedness to respond to changing employment trends is necessary in career management.	3.5.1c Evaluate the results of career management relative to changing societal needs.	3.5.2c Evaluate the results of career management relative to changing economic conditions.	3.5.3c Evaluate the results of career management relative to changes in employment trends.
4/6 Year Individual Career Plan									
Campus Visits									
Career Development Tool Kit									
Career One Stop									
Career Portfolio (Career Plan Worksheet, postsecondary checklist, graduation requirements, 4/6 individual career plans, service learning, cooperative work experience, extra-curriculars, cumulative assessment summary, etc.)									
Choices Explorer (CX) ~ Learn									
Choices Explorer (CX) ~ Life									
Choices Explorer (CX) ~ Work									
Choices Planner (CP) ~ Learn									
Choices Planner (CP) ~ Work									
Choices Portfolio									
College Career Fairs									
College Catalogs/Web Sites									
Cooperative Work Experience									
COUG									
Financial Aid									
Graduation Requirements									
Information Interviews									
Job Shadowing									
Job-O-A									
Kiersey Temperment Sorter									
Major-Minor Finder									
Myers-Briggs Type Indicator									
ND Career Outlook									
NDUS Requirements									
Occupational Outlook Handbook & Online									
Occupational Outlook Quarterly & Online									
Real Game Series									
Recruiter Visits									
Registration Guide									
Service Learning									
Standardized Assessment									
Strong Interest Inventory									
TestGEAR									
You Can Be									



Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. *(Based on National Standard #3)*

Academic Cross Walk

English Language Arts

- 9.1.1. Formulate a preliminary thesis statement.
- 9.1.2. Cross-reference information.
- 9.1.3. Evaluate relevancy of information.
- 9.1.4. Organize information from a variety of sources; e.g., chronological.
- 9.1.5. Summarize information.
- 9.1.6. Identify and avoid plagiarism.
- 9.1.7. Use primary and secondary sources.
- 9.1.8. Use graphic organizer.
- 9.1.9. Write research papers and presentations using a thesis and organized information.
- 10.1.1. Form questions to focus research.
- 10.1.2. Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search.
- 10.1.3. Gather reliable information to support a thesis.
- 10.1.4. Use relevant information.
- 10.1.5. Organize information from a variety of sources into a unified whole.
- 10.1.6. Use a style sheet, such as MLA or APA, for citing primary and secondary sources.
- 10.1.7. Paraphrase information.
- 10.1.8. Use note cards.
- 10.1.9. Develop an outline.
- 10.1.10. Write a research paper.
- 10.1.11. Present research information; e.g., informative speech, PowerPoint presentation, video presentation.
- 11.1.1. Research topics independently using appropriate sources.
- 11.1.2. Evaluate and incorporate information from primary sources; e.g., interviews and surveys.
- 11.1.3. Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise.
- 11.1.4. Verify the quality, accuracy, and usefulness of information.
- 11.1.5. Synthesize information in a logical sequence.
- 11.1.6. Use quotations effectively.
- 11.1.7. Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information and use of sources.
- 12.1.1. Plan a research strategy.
- 12.1.2. Determine purpose; e.g. inform, persuade.
- 12.1.3. Develop a research question.
- 12.1.4. Defend research paper or project.
- 12.1.5. Evaluate the research process and apply strategies to a variety of writing purposes; e.g., correct use of research format, accuracy of research, organization of information and use of sources.
- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches.
- 9.2.7. Access prior knowledge to interpret meaning.
- 9.2.12. Identify universal themes.
- 9.2.15. Use decoding/encoding, connotation, and denotation.
- 9.2.16. Build vocabulary by reading a variety of grade-level texts and applying new vocabulary.
- 10.2.2. Identify techniques used in persuasive writing; i.e., deductive reasoning and use of fact and opinion.
- 10.2.7. Apply universal themes to real life situations.
- 11.2.2. Analyze religious writing, biographies, and political writings.
- 11.2.3. Analyze details, facts, and concepts from nonfiction genres.
- 11.2.4. Identify techniques used in persuasive writing including inductive reasoning and propaganda.
- 11.2.5. Locate ambiguities in written text.
- 11.2.6. Apply prior knowledge of content to interpret meaning of text.
- 11.2.9. Evaluate literature based on social, cultural, and/or historical contexts.
- 12.2.2. Critique details, facts, and concepts from nonfiction genres.
- 12.2.3. Identify techniques used in persuasive writing such as fallacies of logic, faulty reasoning, and manipulative language.
- 12.2.8. Use technical language/jargon to decipher meaning.
- 9.3.1. Write expository texts; e.g., essays, directions, and letters.
- 9.3.2. Write descriptive and narrative compositions; e.g., journals, personal letters, biographies, short stories, autobiographical sketches, one-act plays, and poetry.
- 9.3.3. Develop a composition detailing an opinion.
- 9.3.4. Develop a focus for composition; e.g., a theme or unifying idea.
- 9.3.5. Organize the ideas and details of a composition according to purpose.
- 9.3.6. Elaborate ideas through word choice and description using grade-level vocabulary.
- 9.3.7. Organize and write compositions for self and family.
- 9.3.8. Use supporting details.

English Language Arts

- 9.3.10. Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order.
- 9.3.11. Arrange paragraphs in a logical progression.
- 9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work.
- 10.3.1. Write expository texts including research papers.
- 10.3.2. Defend a personal opinion using facts as support.
- 10.3.3. Use prewriting techniques to generate ideas.
- 10.3.4. Organize the ideas and details of a composition according to purpose.
- 10.3.5. Elaborate ideas through word choice and description using grade-level vocabulary.
- 10.3.6. Organize and write compositions for school and peers.
- 10.3.7. Use a variety of supporting details.
- 10.3.8. Use language appropriate to the format of the composition.
- 10.3.9. Use precise language to describe people, places, and things.
- 10.3.10. Use a specific point of view in compositions.
- 10.3.11. Edit and revise compositions with attention to content.
- 10.3.12. Edit and revise compositions for consistent point of view.
- 10.3.13. Use knowledge of sentence structure and sentence construction to edit and revise text.
- 10.3.14. Use sentence reduction techniques to revise and edit compositions.
- 11.3.1. Gather information supporting multiple sides of an issue.
- 11.3.2. Organize the ideas and details of a composition according to purpose.
- 11.3.3. Elaborate ideas through word choice and description using grade-level vocabulary.
- 11.3.4. Organize and write compositions for town, city, and state .
- 11.3.5. Use a variety of supporting details.
- 11.3.6. Use figurative language in writing.
- 11.3.7. Edit and revise compositions for standard writing conventions and transitional devices.
- 11.3.8. Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning.
- 12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint.
- 12.3.2. Write persuasive compositions, including structuring arguments logically, using rhetorical devices, defending positions with evidence, and addressing readers' concerns and biases; e.g., editorials, critical reviews.
- 12.3.3. Organize the ideas and details of a composition according to purpose.
- 12.3.4. Use variety of sources for supporting details.
- 12.3.5. Elaborate ideas through word choice and description using grade-level vocabulary.
- 12.3.6. Organize and write compositions for nation and world.
- 12.3.8. Edit and revise compositions for standard writing conventions and appropriate tone.
- 12.3.9. Edit and revise compositions for unity, coherence, clarity, and fluency.
- 12.3.10. Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement.
- 12.3.11. Edit and revise compositions for the use of proper clausal and phrasal patterns.
- 11.5.5. Evaluate the impact of media messages on daily life and politics.
- 12.5.3. Evaluate instances of gender equity and political correctness in media messages.
- 12.5.4. Evaluate media messages in their historical and/or cultural contexts and intended audience.
- 8.6.6. Locate examples of professional uses of language including jargon and formal styles.
- 9.6.1. Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.
- 9.6.2. Use conventions of grammar related to parts of speech; i.e., verb tense and agreement.
- 9.6.3. Use conventions of punctuation.
- 9.6.8. Identify gender perspectives in language; i.e., biased language.
- 10.6.1. Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.
- 10.6.2. Analyze figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox.
- 10.6.3. Interpret the use of sound patterns in language; i.e., alliteration, assonance, and consonance.
- 10.6.5. Critique gender perspectives in language; i.e., biased language.
- 11.6.1. Use conventions of grammar, usage, and punctuation to edit and revise.
- 12.6.1. Use conventions of grammar, usage, and punctuation to edit and revise.

Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. *(Based on National Standard #3))*

Academic Cross Walk

Health

- 8.4.1 Know appropriate social skills to build and maintain positive relationships.
- 8.4.2 Understand the process of goal setting and how it affects health choices.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.
- 8.5.1 Know strategies and skills that are used to attain personal health goals.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.

Library Media/Technology Literacy

- 8.1.1 Define a research problem or task.
- 8.1.2 Plan a research strategy.
- 8.1.3 Access information using a variety of sources.
- 8.1.4 Use a variety of criteria to evaluate and select information for research.
- 8.1.5 Use organizational strategies to gather, record, and synthesize information.
- 8.1.6 Present research (See Standard 2 for details.).
- 8.1.7 Evaluate the research process.
- 12.1.1 Define a research problem or task.
- 12.1.2 Plan a research strategy.
- 12.1.3 Access information using a variety of sources.
- 12.1.4 Use a variety of criteria to evaluate and select information for research.
- 12.1.5 Use organizational strategies to record and synthesize information.
- 12.1.6 Present research (See Standard 2 for details.).
- 12.1.7 Evaluate the research process.
- 8.2.2 Select appropriate communication formats.
- 12.2.1 Demonstrate awareness of audience when creating media products.
- 12.2.4 Use a variety of media and technology to communicate with communities beyond the school.
- 8.3.1 Use appropriate terminology and concepts associated with media and technology.
- 8.3.2 Use and refine skills and procedures needed to operate various media and technology.
- 8.3.3 Develop troubleshooting strategies to solve technical problems.
- 8.3.4 Use the most effective media and technology for specific needs.
- 8.3.5 Understand the potential and limitations of existing media and technology.
- 12.3.1 Explain and use appropriate terminology and concepts associated with media and technology.
- 12.3.3 Apply strategies for identifying and solving routine hardware and software problems.
- 8.4.1 Collaborate in group projects and learning objectives.
- 8.4.2 Develop competence in selecting from a variety of reading, listening, and viewing formats.
- 8.4.3 Demonstrate self-motivation and increasing responsibility for learning by pursuing information related to personal interests.
- 8.4.4 Understand different perspectives and the values and beliefs supporting them.
- 12.4.1 Work cooperatively and collaboratively when using media and technology.
- 12.4.2 Develop competence and selectivity in reading, listening, and viewing.
- 12.4.3 Demonstrate self-motivation in seeking information.
- 12.4.4 Use a variety of media and technology for personal needs and enjoyment.
- 8.5.1 Follow school guidelines for responsible use of technology and information resources.
- 8.5.2 Use level-appropriate methods to cite and document reference sources.
- 8.5.3 Demonstrate knowledge of intellectual property rights laws.
- 12.5.1 Follow school policies for responsible use of information resources.
- 12.5.3 Understand and obey intellectual property laws, including copyright, when using information in any format.

Standard 3: Career Management – Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. *(Based on National Standard #3)*

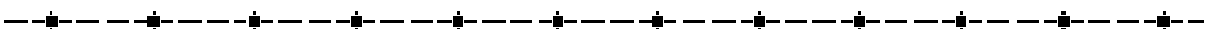
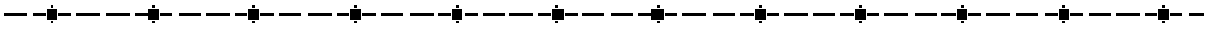
Academic Cross Walk

Mathematics

- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems.
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations.
- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation.
- 9-10.1.2 Describe the hierarchical relationships (e.g., integers are rationals) among subsets of the real number system; i.e., reals, rationals, irrationals, integers, wholes, and naturals.
- 9-10.1.3 Identify the properties of the real number system; i.e., commutative, associative, distributive, closure, inverse, and identity properties
- 9-10.1.4 Represent a set of data in a matrix.
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems.
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers.
- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it.
- 9-10.1.11 Add, subtract, and perform scalar multiplication on matrices.
- 11-12.1.7 Add, subtract, and multiply complex numbers.
- 11-12.1.8 Multiply matrices containing no more than three rows or columns without the use of technology.
- 8.3.6 Identify an outlier within a set of data and discuss its effects on the measures of central tendency and spread.
- 8.3.7 Make inferences based on analysis of data and interpretation of graphs.
- 9-10.3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots.
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data.
- 9-10.3.3 Identify the variable, sample, and population in a well-designed study; e.g., in an exit poll for a tax increase, the variable is the outcome of the vote, the sample is the set of people surveyed, the population is the set of all voters.
- 9-10.3.4 Determine the number of possible outcomes for a given event, using appropriate counting techniques; e.g., fundamental counting principle, factorials, combinations, permutations.
- 9-10.3.5 Calculate experimental and theoretical probabilities with and without replacement.
- 9-10.3.6 Calculate probabilities of compound events using addition and multiplication rules.
- 9-10.3.7 Calculate measures of central tendency and spread; i.e., mean, median, mode, range, and quartiles.
- 9-10.3.8 Discuss relationships among measures of central tendency and spread; i.e., mean, median, mode, range, and quartiles.
- 9-10.3.9 Select two points and approximate an equation for the line of best fit (if appropriate) for a set of data.
- 9-10.3.10 Identify the trend of a set of data and estimate the strength of the correlation between two variables; e.g., strong vs. weak, positive vs. negative.
- 11-12.3.1 Choose, construct, and interpret a display to represent a set of data.
- 11-12.3.2 Make predictions based on theoretical probabilities and experimental results.
- 11-12.3.3 Select, calculate, and use appropriate measures of central tendency and spread (i.e., mean, median, mode, range, and quartiles) to draw meaningful conclusions about a set of data.
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations.
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations.
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations.
- 9-10.5.2 Express relations and functions using a variety of representations; i.e., numeric, graphic, symbolic, and verbal.
- 9-10.5.3 Determine whether a relation is a function by examining various representations of the relation; e.g., table, graph, equation, set of ordered pairs.
- 9-10.5.4 Perform the operations of addition, subtraction, multiplication, and division on algebraic functions; e.g., given $f(x) = 2x$ and $g(x) = 5x - 7$, find $f(x) + g(x)$.
- 9-10.5.12 Graphically represent the solution or solutions to an equation, inequality, or system.
- 9-10.5.13 Interpret a graphical representation of a real-world situation.
- 9-10.14 Draw conclusions about a situation being modeled.
- 9-10.15 Approximate and interpret rates of change from graphical and numerical data.

Science

- 11-12.4.3. Explain how change through time has ensured adaptation to changing environments.
- 9-10.5.3. Know the short-term and long-term effects of physical processes (e.g., plate tectonics, extreme weather phenomenon) on the environment and society.
- 9-10.5.5. Know the effects of human activities (e.g., dams, levees, farming practices, deforestation, land-use practices, land-management strategies) on the environment.
- 11-12.7.1. Know the impact of environmental laws and policies on the environment and society.
- 11-12.7.2. Explain ways renewable and nonrenewable resources are managed (e.g., land reclamation, forest management, CRP, hunting licenses, energy –conserving technologies).
- 11-12.7.4. Explain how science and technology can influence personal, industrial, and cultural decision-making (e.g., organ transplants, cloning, stem cell research, genetic manipulation, use of genetic profile, archeological discoveries, land management, resource management).
- 7.8.1. Understand how science is influenced by human qualities (e.g., reasoning, insightfulness, creativity, life-long learning).
- 8.8.1. Know that many people from various cultures have made important contributions to the advancement of science and technology.
- 9-10.8.4. Understand how human characteristics influence scientific advancement (e.g., intellectual honesty, openness, objectivity, curiosity, skepticism, ethical conduct, cooperation).



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